DOCUMENT RESUME

ED 261 201 CE 042 368

AUTHOR	Sansregret, Marthe
TITLE	Recognition of Prior Learning. The Portfolio. Andragogical Counselor's Guide.
INSTITUTION	John Abbott Coll., Sainte Anne de Bellevue (Quebec).
SPONS AGENCY	Quebec Dept. of Education, Quebec.
REPORT NO	ISBN-2-551-06552-6
PUB DATE	85
NOTE	174p.; For related documents, see CE 042 369-370. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Students; *College Credits; *Experiential Learning; Goal Orientation; Independent Study; *Material Development; *Portfolios (Background Materials); Postsecondary Education; *Prior Learning; Work Experience

ABSTRACT

This guide is designed to help the counselor work with adult students who cannot attend the 45-hour course on portfolio development and must prepare a portfolio within a program of independent studies. Chapter I gives an overview of the place that andragogical counselors occupy within the academic structure, their educational background, and some basic rules regarding their role. Chapter II corresponds to chapter II of the student's guide. It gives the counselor an overview of all the steps required in the preparation of the portfolio. Examples from the student's guide are followed by notes to the counselor and a list of objectives that the students should have reached. Chapter III is a practical example of the principles described in chapter II. Two example portfolios are provided. A list of references is appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED261201

RECOGNITION OF PRIOR LEARNING

THE PORTFOLIO

ANDRAGOGICAL COUNSELOR'S GUIDE

Marthe Sansregret
Andragogist

CE042368

John Abbott College
P.O. Box 2000
Ste Anne de Bellevue, Québec
Canada H9X 3L9

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M Sansregret
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The original French version of this guide was produced with the support of a grant from the Direction Générale de l'Éducation des Adultes (Service de recherche et développement et Direction de la formation professionnelle) of the Quebec Ministry of Education. This English translation was funded by the Fédération des Cégeps du Québec and by the Direction générale de l'enseignement et de la recherche universitaires du Ministère de l'Enseignement Supérieur, de la Science et de la Technologie.

Printed by the Printing Department, John Abbott College
Distributed by Project Office, R & D
John Abbott College
P.O. Box 2000
Ste Anne de Bellevue (Montreal)
Québec H9X 3L9
Information : (514) 457-6610, local 286

This document was adapted and translated by Marthe Sansregret from the original French document. Revision of the English translation was done by James W. Hamilton.

© Copyright, Marthe Sansregret, Ottawa (Canada), 1985
All rights reserved. No part of this book may be reproduced, translated or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system without permission in writing from the author.

Legal deposit: third semester, 1985.
Bibliothèque Nationale du Québec
National Library of Canada
ISBN 2-551-06552-6

FROM THE SAME AUTHOR

La reconnaissance des acquis expérientiels des femmes aux États-Unis, 1983.

RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
Le Portfolio - Guide de l'étudiant, 1984

RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
Le Portfolio - Guide du conseiller andragogique, 1984

RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
Guide de l'administrateur, 1984

RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
Cours sur le Portfolio pour les collèges et les universités, 1985

RECONNAISSANCE DES ACQUIS EXPÉRIENTIELS :
Le Portfolio - Guide de l'évaluateur (to be published)

The Recognition of Women's Experiential Learning in the United States, 1983 (ERIC Clearinghouse, ED 244 050).

RECOGNITION OF PRIOR LEARNING :
The Portfolio - Student's Guide, 1985

RECOGNITION OF PRIOR LEARNING :
Administrator's Guide, 1985

RECOGNITION OF PRIOR LEARNING :
Course on Portfolio Development for Colleges and Universities, 1985

RECOGNITION OF PRIOR LEARNING :
The Portfolio - Assessor's Guide (to be published)

ACKNOWLEDGEMENTS

We wish to thank the Direction Générale de l'Éducation des Adultes (Service de recherche et de développement, et Direction de la formation professionnelle) and especially André Beaudet who awarded the research grant for the development of the original version of this document. We also wish to thank the Fédération des Cégeps du Québec and the Direction générale de l'enseignement et de la recherche universitaires of the Ministère de l'Enseignement Supérieur, de la Science et de la Technologie who provided the funds for the adaptation and translation into English of this document. Administration of the project monies was graciously done by John Abbott College.

We wish to express our gratitude to Professor Gabrielle Cantin from the Department of Andragogy of the University of Montreal who has kindly accepted to be our consultant. We thank Mrs. Hélène Laporte-Rawji for her assistance, and also for her help in processing this document.

Consulting time provided by the following people was gratefully accepted and is hereby acknowledged:

Ruth B. Ekstrom, Senior Research Scientist, Educational Testing Service, Princeton, N.J.;
Kate Gulliver, Coordinator of Student Services, Regents External Degree Program, University of the State of New York, N.Y., Albany, N.Y.;
Paul Jacobs, Director of Testing, Thomas Edison College, Trenton, N.J.;
Morris T. Keeton, President, Council for the Advancement of Experiential Learning, Columbia, Maryland;
Albert Serling, Assistant Vice-President, Academic Services, Empire State College, State University of New York, N.Y.;
Urban Whitaker, Manager, The Learning Center, San Francisco, Ca.

Marthe Sansregret

TABLE OF CONTENTS

PAGE

Acknowledgements iii

INTRODUCTION 1

Chapter I - The Andragogical Counselor 5

1.1 The place of the andragogical counselor 7
1.2 The educational background of the andragogical counselor 10
1.3 The role of the andragogical counselor 14

Chapter II - Comprehensive Preparation of the Student's Portfolio 19

2.1 Review of life and work experience 22
NOTE TO THE ANDRAGOGICAL COUNSELOR 27
2.2 Identification of career and educational objectives 31
NOTE TO THE ANDRAGOGICAL COUNSELOR 37
2.3 Identification and verification of prior learning and its correspondance to credit courses 41
NOTE TO THE ANDRAGOGICAL COUNSELOR 89
2.4 Projection of educational program 91
NOTE TO THE ANDRAGOGICAL COUNSELOR 99
2.5 Request for credit 101
NOTE TO THE ANDRAGOGICAL COUNSELOR 105
2.6 Granting of credits by assessors 107
NOTE TO THE ANDRAGOGICAL COUNSELOR 109

Chapter III - Organization of the Student's Portfolio for Submission to Assessors 111

3.1 Content of the portfolio 114
3.2 Guidelines for the organization of the student's portfolio for submission to assessors 115
3.3 Guidelines for letters of verification 116

Example of Claire's Portfolio 117

Example of Robert's Portfolio 145

References 173

Appendix 175

... Knowledge and competence are very much a function of the culture and the institution within which they are being assessed.

Morris T. Keeton

INTRODUCTION

Traditionally speaking, a teacher or professor is called pedagogist. Today a person who assists adult learners is called andragogist. The definition of an andragogist and of his role is given here by Bernard (1978) as a person who is a consultant, a transmitter of information, a facilitator, an agent of change, a liaison agent among adults.

The person who plays these roles in the recognition of prior learning is called an andragogical counselor. As we will see in the following chapters, this person is required to assist adults in the preparation of their portfolio.

A number of researchers have recognized that, during their lifetime, people acquire a great deal of experience and, along with it, a number of skills. These researchers have shown that it is worthwhile to attempt to recognize this experience, and certain methods of evaluation have been developed. The experience so recognized is called experiential learning or prior learning.

N.B.: Each time the masculine gender is used in this document, the reader must understand that it implicitly includes the feminine gender.

One of the important methods of recognizing prior learning is the evaluation of the learning outcomes presented in a portfolio that has been developed for this purpose : the portfolio is a collection of documents which prove that a person possesses the same competence as a person who has completed a specific course or program at an educational institution.

The development of the portfolio is a learning experience which takes time and is difficult to do. The andragogical counselor in a university, may be able to arrange for the student to obtain a credit for the preparation of the portfolio. However, this is contingent on local policies and standards such as course pre-requisites. The andragogical counselors who work for school boards should also look for a model which takes into account the needs of their clientele. The lessons learned through practical experience might be quite different from the theory which is taught. In such cases, the counselor might wish to develop some course materials in which the examples are based on the experience of the adult learner, rather than on theory.

It is important to mention that the objective of this document is to provide a guide to the counselor in his role of helping adults who want to receive credit for academic studies. This guide has been written mainly to help the counselor work with students who, for specific reasons such as the impossibility of attending the 45 hour course on portfolio development, because of time schedules or geography, must prepare a portfolio within a program of independent studies.

This guide is intended to be used in the following manner. The first chapter, entitled "The Andragogical Counselor", gives an overview of the place that the andragogical counselor occupies within the academic structure, his educational background, and some basic rules regarding his role.

The second chapter corresponds to chapter two of the Student's Guide. It gives the counselor a better overview of all the steps required in the preparation of the portfolio. At the end of this list of steps, the andragogical counselor will find a note addressed to his attention. Following this is a list of objectives which the students should have reached. The third chapter is a practical example of the principles described in Chapter II. It corresponds to chapter III of the Student's Guide.

This document is part of a four-document series : The Portfolio Student's Guide and the Administrator's Guide which will be followed by the Assessor's Guide, funded by the Direction générale de l'enseignement et de la recherche universitaires of the Ministère de l'Enseignement Supérieur, de la Science et de la Technologie.

The author has also published a Course on Portfolio Development for Colleges and Universities. It is designed for the counselor or faculty who will be assigned to teach the 45 hour course. We point out that it would be usefull to read systematically those documents.

CHAPTER I

THE ANDRAGOGICAL COUNSELOR

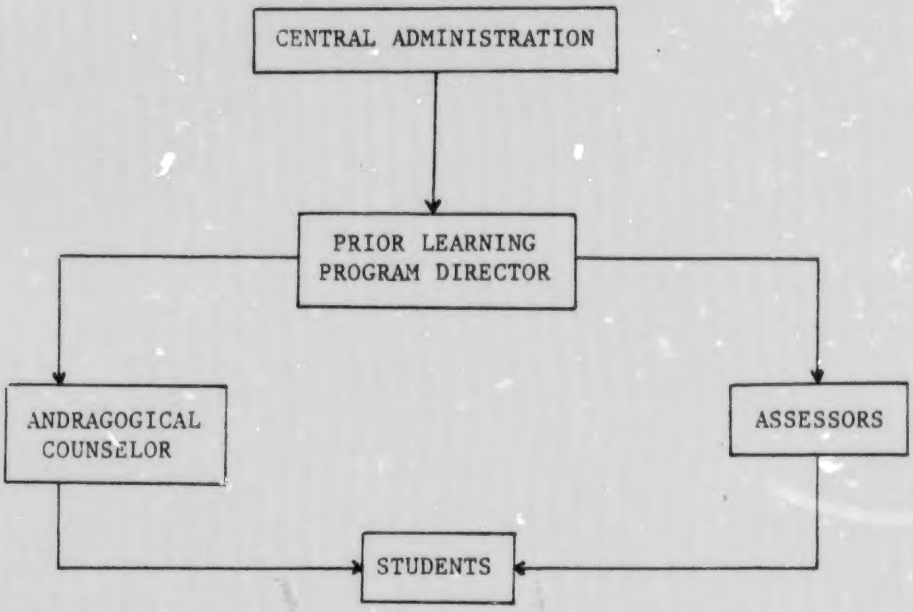
CHAPTER I

THE ANDRAGOGICAL COUNSELOR

Before looking at the role of the andragogical counselor, it is important to define the position that he occupies in the institution and to consider his academic preparation.

1.1 The place of the andragogical counselor

Regardless of the academic structure in an institution which wants to implement a system to recognize prior learning, the place of the counselor could be represented as follows on the organization chart:



The andragogical counselor reports to the program director and must maintain communication with assessors who are teachers or professors in the appropriate field. These are the only people who are permitted to pass judgment on the quality, value and relevance of the learning which is to be credited.

This means that the andragogical counselor should be constantly aware of courses and programs offered and be able to relate them to the learning described in the student's portfolio.

In case of need, the counselor should consult assessors in order to verify learning and skills in relation to contents and requirements of courses and programs. The counselor should study the choice of evaluation procedure to ensure that the chances of the students will be maximized.

The operational model proposed and elaborated in the Administrator's Guide, gives an idea of the importance of the place of the andragogical counselor within a service for the recognition of prior learning. It also defines the role that he must play when assisting the students. The table on the following page summarizes the operational model pointing out the main people involved.

SUGGESTED OPERATIONAL MODEL FOR COLLEGES AND UNIVERSITIES *

I.	Developing a program rationale	Administrators, andragogical counselors, assessors, students
II.	Defining the program characteristics	Administrators, andragogical counselors, assessors, students
III.	Identifying human resources	Administrators, andragogical counselors, assessors, students
IV.	Defining criterion standards	Administrators, andragogical counselors, assessors, students
V.	Defining credit policies	Administrators, andragogical counselors, assessors, students
VI.	Financing the program	Administrators, andragogical counselors, assessors, students
VII.	Admitting students	Administrators, andragogical counselors
VIII.	Advising students	Andragogical counselors
IX.	Preparing students for assessment	Andragogical counselors
X.	Appraising learning outcomes	Assessors and outside experts
XI.	Integrating learning with future plans	Andragogical counselors
XII.	Recording learning outcomes	Assessors, registrars

---

* Adapted with permission from CAEL, Nov. 11, 1984. Drawn from Willingham and Geisinger, Project Report: Implementing Program for Assessment of Experiential Learning, CAEL, 1976.

1.2 The educational background of the andragogical counselor

In the United States, the andragogical counselor is called mentor, advisor and student advocate and must master the elements of psycho-pedagogy that are specific to the adult student (andragogy) and help him get the maximum possible from his experience (Isabelle 1984).

This means that he must hold a master's degree and preferably a doctorate in adult education and must also have solid experience working with adults who are returning to school. As in the case of the evaluators, the andragogical counselor must have an educational background which prepares him to play the role which, according to Ohio University (1980) is a top priority.

The responsibility of the andragogical counselor is such that it would be unwise and even dangerous to assign these tasks to amateurs and non qualified people. It must be remembered that a program for the recognition of prior learning is a new experience for most people.

In the United States, the recognition of prior learning is done mainly at the university undergraduate level. Very seldom is it found at the masters level because one of the principles of experiential learning is to normalize the students' situations and not to make them skip steps. Given that the andragogical counselor (mentor, advisor, student advocate) works in prior learning in a university situation, it is usually that same universisty which provides him additional specialized training.

Since in Quebec we envision to recognize prior learning at the collegial level, it would be important for universities to institute an educational program for those people who will become counselors wherever they are working.

In order to keep the andragogical counselors informed of the new methods and approaches, and in order to allow them to exchange their own working experiences, seminars and workshops should be held regularly, at least at the beginning of this program.

The andragogical counselor must respond to qualifications required in a relationship "client-counselor" explained long ago by Beckhard (1969) and reported by Chaput and Bernard (1974). An adaptation of these requirements has produced the definition given on the following page.

On the subject of help brought by the counselor to the student when developing his portfolio, Meyer (1976) adds that there is a need on the part of the students to have a counselor who is definitely on their side, a kind of student advocate. This is expected by many adults.

REQUIREMENTS OF A COUNSELOR-STUDENT RELATIONSHIP *

1. Ability to listen and be empathic
2. A real desire to help the student
3. Ability to diagnose each situation (and set of skills) separately
4. An honest human relationship which implies mutual confidence
5. Problem solving ability for each difficulty encountered
6. A desire to help the student until the end of the process no matter what the judgment of assessors
7. Availability to exchange information on the planning of the projects

Meyer (1976) reports that an andragogical counselor should be at the service of the students to help them answer all questions that are asked throughout the process for the recognition of prior learning. Concerning this, the author adds that the teachers, students, counselors and administrators interviewed in a survey agree on the fact that the process is too new and complex for the students to be left to themselves in the preparation of the portfolio which is to be evaluated. Meyer supports this statement by insisting that the most explicit material cannot cover all the situations nor can it anticipate all of the unexpected things that might happen when preparing a portfolio for the recognition of prior learning.

---

* Beckhard (1969), in Chaput et Bernard "Note sur la relation 'Client-Consultant'", Université de Montréal, Montreal 1974.

The author states that the process of identifying the transferability of life and work experience into an abstract concept is sufficiently difficult. That is the reason why the role of the counselor is very particular. It comes neither from counseling (when understood as non directive therapy) nor from academic advising (giving information oriented towards an academic discipline).

However, one can imagine that professionals working as counselors or academic advisors could obtain some education which is complementary to what they already have, and eventually request a job as andragogical counselor in academic institutions.

1.3 The role of the andragogical counselor

The andragogical counselor is that person who assists the student throughout the process which is required for the recognition of prior learning, from the beginning when admission is requested, until the presentation of the portfolio to assessors. The andragogical counselor plays a leading role in the recognition of prior learning as do the assessors, i.e. the faculty members who evaluate these portfolios. These assessors are teachers or faculty. They are the only experts in the field of competence who are permitted to evaluate such requests. However, they could, in case of need, call upon the judgment of experts from outside. Very often, where the skills are more difficult to evaluate, judgment by jury may be more efficient and also more objective.

Regardless of where the learning took place or how it was acquired, it is only the results that count. Where there is a proof to support the claim to learning such as evaluation procedures or letters of verification, an adult should not be required to duplicate what he already knows and can do.

Moreover, the andragogical counselor must remember that the portfolio must be developed in ways that best suit the objective of the individual, i.e. the seeking of recognition of prior learning in order to go back to school, retrain, get a job, or a promotion.

Thus in the case of academic recognition, the proof of competence is done in relation with existing courses and programs within an institution, according to the policies and limits of this institution. It is not a matter of trying to negotiate or "trade in" credits. The objective is to use every means possible to prove that learning acquired corresponds to the conditions mentioned above.

It is important here to underline the fact that the role of the andragogical counselor is different when the client is preparing for a job or a promotion. When a person wants to apply for a job, that person must not only make a demonstration of his learning and competence, but must also demonstrate that his qualifications will enable him to better serve the needs of the employer. In that case, the counselor could help client to go further and point out qualifications such as creativity, innovation and competition. This kind of help from the andragogical counselor could have positive impact on salary, working hours, job description, contract terms, fringe benefits and other conditions of employment.

Given that the most flexible way and the most fair way to evaluate adults' experiences is through the portfolio, the role of the andragogical counselor is also a role of educator since he will be asked to teach the course on the preparation of the portfolio. As mentioned by Knapp and Gardiner (1981), this course has an educational value and should be a credited course (45 hours).

Warren and Breen (1981), state that the first objective of a portfolio is to provide the evidence by which an institution can determine the domains and levels of competence of a student, evaluated in relation with learning described in his portfolio. They state the educational value of the portfolio is an additional outcome because :

1) when building their portfolio, students must clarify their objectives and the perception they have of themselves (Forrest, Knapp and Pendergass (1976));
2) when working under supervision to reach established educational goals, students learn to think in an organized way, build realistic objectives, know what to expect from the education world, and how to use this knowledge (Berte, 1975; Lehman, 1975; et McCoy, 1971).

THE THREE MAIN PHASES OF THE ROLE OF THE ANDRAGOGICAL COUNSELOR IN RECOGNIZING PRIOR LEARNING

Phase one: General information (explained in The Student's Guide)

The counselor will give the student an overview of what is the development of a portfolio, and the time needed 45-hour course (approximately one semester). He checks the understanding the students have of the educational system and explains the advantages of the preparation of the portfolio. The counselor must inform the student that only the evaluators have the powers to grant credit.

Phase two: Comprehensive preparation of the portfolio

This is the longest of the steps that we explained in Chatper II of this document. The counselor will help the student to:
- review life and work experience
- identify career and educational objectives
- identify and verify prior learning and correspondance to credit courses
- project educational program
- prepare a request for credits

Third phase: Organization of the portfolio for submission to assessors (explained in chapter III of this document)

The counselor helps the student to organize his portfolio, verifies the content and forwards the file to the program director

Once the credit has been granted, the andragogical counselor sees that the student considers the integration of his learning into future projects. If the request for credit is rejected, the counselor will review, with the student and the assessor, the reason for the rejection and, if possible, have the student readjust, clarify, and reword a new request.

CHAPTER II

COMPREHENSIVE PREPARATION OF THE STUDENT'S PORTFOLIO

CHAPTER II

COMPREHENSIVE PREPARATION OF THE STUDENT'S PORTFOLIO

This chapter covers the preparation of the portfolio that the student will undertake with the help of his andragogical counselor. It begins with a chronological review of his life experience using narration, followed by the identification of his career and educational objectives according to his interests, values and the reasons which support his claim for credit.

Later, an identification and verification of the student's prior learning which corresponds to credited courses of collegial/university level will be made through a series of exercises which help him to make an inventory of the essence of his acquired learning and to choose the method of evaluation that seems to be the most suitable to him.

Examples from the Student's Guide will be provided throughout this work in order to facilitate the understanding of the different operations which are included in this work.

2.1 Review of life and work experience

Let us assume that the student has registered at a college or university and that he has specific learning objectives. He may wish to follow a program of general studies in order to attend university later on. Or, he may have already identified the university program that he wished to follow. On the other hand, the student may wish to follow a program of vocational studies and look for a job as soon as he gets his diploma. The student may also belong to a group of adults who go back to school and who do not have a clear idea of what they would like to do in the future.

In this latter case or in other cases, we suggest that the student prepare a review of all his life and work experience. The purpose of this review is to help him go back over the events of his life in order to identify activities that he has forgotten about. He could start as far back as he can remember, for example, his teenage years, or young adulthood. The review may take him all the way up to the present.

This work may cover several pages. It will help the student to make a synthesis of his activities and could reveal certain sides of his personality. It could also help him identify other learning experiences that he has mastered. The student should pay attention to identify the particular year in which each event took place, and to point out marker events.

This exercise is more of a memo than an essay.

The student should review this exercise with a person who has known him for a long time. This review will allow him to check whether he has forgotten certain facts which could be relevant to his preparation.

This review will provide the student with an opportunity to collect all the documents that support the proof that he has acquired certain specific knowledge prior to admission. These documents will support his case when he presents it to the evaluators. They may include diplomas, certificates, attestations, letters of verification, photographs, films, productions, publications, and dissertations.

EXAMPLE

EXERCISE I

REVIEW OF LIFE AND WORK EXPERIENCES

I was born into a family of eight in 19-- in a small village in the province of Quebec. My father was working as ... while my mother was busy raising the children and looking after the house. I went to elementary school and completed high school in 19--. During my teen-age years, I began to practice winter sports and became captain of ...

Throughout my adult life, I have taken evening courses here and there on various subjects. I have taken a course in sociology and one in psychology in order to better understand the attitudes and behaviour of people around me. Later on, I took other non credited evening courses in finance, budgeting, and income tax. I wanted to become boss and run my own business. In between, I got married, had three children and, in order to perform better as a parent, I registered in courses related to that field.

Volunteer work has always been part of my life and, as a matter of principle, I have always given a little of my spare time every week to help a cause which I beleive in. During the last few years, I have been very active in fund raising campaigns. I led a group of volunteers who participated in this work. Some of my colleagues in this work asked me to become president of the next campaign, praising my skills as coordinator, planner, and problem solver. My colleagues see me as a person who is good at listening to others' needs and say that I am very empathic.

I am 44 years old, the children are studying and I realize that very soon I will face the "empty nest syndrome". I am presently working in a job where I will have to retire soon.

I want to go back to school and obtain recognition for the learning I have acquired and relate it to a program of studies but I am as yet still unsure of which program I would like to register in. I will need advising, counseling and orientation. I will need to prepare myself for semi-retirement. I want to study part-time during the day. I might even consider a second career and at the same time enjoy life a little more.

EXERCISE I

REVIEW OF LIFE AND WORK EXPERIENCE

NOTE TO THE ANDRAGOGICAL COUNSELOR

2.1 Review of the student's main life and work experiences

This work is long and might require many hours of thinking on the part of the student. This operation is one of the most difficult. On one hand, it requires a return to the past that might sometimes be difficult for a student because he prefers to forget certain things such as an unhappy childhood, difficult teenage years, pressures from parents, adaptation to new cultures, separation, divorce, death, war, financial difficulties, or sickness). On the other hand, it requires tact and diplomacy, on the part of the counselor. A survey conducted at the Indiana University among adults doing their portfolio revealed that 34% of the students commented on the fact that going back into their lives was troublesome.

The andragogical counselor must remember that, as Malcolm Knowles pointed out, the experience of an adult defines what he is. Knowles recalls that in any situation where the adult's experience is devalued or ignored, the adult himself feels rejected and ignored as a person.

The counselor can help the student go back as far as possible in his life and ask him to write a very simple description of the events that come back to memory and then ask him to indicate years and underline events that have been significant and for which he thinks he has mastered some learning. It is important to insist on an uncensured description and to suggest to the student that he feel free to write about his past.

Discuss the difficulties which are to be kept in mind. Help the student to realize that there were several events that could have created learning opportunities. Ask students to review this exercise with someone who knows them well and, in case of need, to readjust. At this stage of the work, the autobiography can be done on several pages. Later, it will be redone in a synthesis.

It is important to suggest to the student that he make a list of all the documents (diplomas, certificates, attestations, letters of verification, photos, films, productions, publications, writings and other pieces) that could eventually serve as proof to support his claims.

In this second step, if it has not yet been done, the student could make a well structured synthesis of what he has written.

It will be necessary for the counselor to have a good capacity for listening. He will have to be attentive and careful and try to help the student be aware of unhappy events that could have created a learning opportunity.

This exercise is long and difficult. It would be good to make the student aware of the way he has succeeded in his life and of the possibility of reinvesting part of his skills into an educational project.

Knapp and Gardiner (1981) state that, given the fact that adults, generally speaking, underevaluate their learning from work, volunteer or parish activities and homemaking, it is important that these operations be done one at a time so that the student will not be overloaded with all of the information that he has gathered.

At the end of this exercise, the student should :

- have a good idea of his life and work experience
- have classified his life and work experience
- have organized his experience by group of interests (course, paid work, volunteer work, etc)
- have presented the group of interests to a person who knows him well
- have begun to collect his proofs of evidence
- have undertaken the process of collecting the missing proofs
- have read the guidelines concerning the letters of verification
- have written his autobiography
- have reviewed all these steps with his counselor
- have a positive image of his life and work experience

2.2 Identification of career and educational objectives

Now that the student knows about the collegiate system and has reviewed his life and work experience, he may begin to identify his career and educational objectives, if he has not already done so.

This part of the student's work will enable him to think about himself, about his life, about his goals and about his desire for change. It will be an excellent opportunity for personal development and will help the student to broaden his knowledge about himself. We suggest that he begins by defining his objectives for the future in a broad perspective. This will give him a frame to work towards while he is developing his educational project.

First of all, however, we must determine what is an objective for the future. It is defined as the way a person wishes to live and to behave in the future. If his objectives are not very clear and if he wishes to define them more precisely, he could consult the list of reasons that are known to be sources of motivation to go back to school. These reasons are listed according to categories. The student can check off the ones that he feels represent his interests and values; he should feel free to add any other to this list.

Once the student has consulted this list, he can begin to make a link between his life objectives and his educational objectives by using the examples on the following page.

REASONS THAT MOTIVATE A RETURN TO SCHOOL *

Chek one or more of the reasons in the following list:

☐ undertake a new career (trade, etc.)
☐ change career (trade, etc.)
☐ be more competent at work

☐ obtain general education
☐ answer admission prerequisite for a higher level educational program
☐ formulate tailor-made programs
☐ broaden knowledge in a discipline such as arts, maths, sciences, or languages, etc.
☐ learn something new
☐ develop skills related to leisure, or travels

☐ become a militant in social movements such as feminism
☐ understand better and find solutions to problems such as pollution and inflation
☐ become a better citizen, a better spouse, a better parent
☐ work more efficiently in volunteer and community service work
☐ better understand and improve relationships with others
☐ work in social movements such as peace, anti-nuclear groups etc.

☐ prepare for retirement
☐ live better during retirement

☐ fulfill many objectives
Specify: ______________________________

☐ Obtain official recognition for skills acquired through life in order to normalize one's academic situation.

---

* Adapted from Empire State College and Vermont State Colleges Portfolios.

EXAMPLE

LIFE OBJECTIVES	EDUCATIONAL OBJECTIVES
- To know himself better and to improve his relationship with others	- DEC in social sciences or Bach. of Arts (psychology)
- To understand and appreciate different possibilities in the business world	- DEC in administration techlogy or in commerce or B. Comm.
- To repair and check aircraft and helicopters	- DEC in aircraft maintenance

When the student's career and educational objectives have been identified, we suggest that he describes them in a precise and clear fashion. The exercise already completed will help the student to review his objectives. The student should read them over in case he has forgotten some important details or observed possible conflicts of interest.

When thinking about his career objectives the student could allow himself to dream about fulfilling projects that he has not fulfilled because of certain barriers, such as lack of money, lack of time, or events such as marriage, birth of children, responsibilities involving aging parents, and so forth.

If these obstacles had not existed, the student could probably have fulfilled this dream. He could decide that now is the time to undertake this project or another one, that he should do this or that. In the following exercises, the student is asked to specify in writing what he wants to do.

EXAMPLE

> I have always dreamt of becoming an actress. As a child, I played in sketches at school. During family reunions, people often asked me to perform, to be a mime,in order to liven up the parties. Secretly, since I was a child, I always wished to be part of a theater cast, but I was never able to fulfill this dream because my parents thought that there was no future in this field and because I was living far away from theater schools and had no money to move into town.

Once the student has defined his objectives for the future and has chosen the educational program that best suits his needs, it would be appropriate to consult people who work in the field of his choice and obtain information about the various aspects of this domain. Based on their own experience, these people could suggest some types of learning that the student will have to acquire in order to reach his objectives.

Once this verification has been done the student could make a synthesis on the following sheet, Exercise 2, of his career objectives and the program in which he could register. The program listed here will be the one whose objectives best correspond to his own objectives.

EXERCISE 2

MY CARER OBJECTIVES ARE ______________________________

I COULD REGISTER IN THE FOLLOWING PROGRAM :

PROGRAM NUMBER : ______________________________

PROGRAM TITLE : ______________________________

NOTE TO THE ANDRAGOGICAL COUNSELOR

2.2 Identification of the student's career and educational objectives

Many adult students are not used to thinking about themselves in terms of career change. Brought up in a traditional way, they have a tendancy to live according to an imposed model, as if change could only happen to others. Used to working in a specific manner, they do not imagine that they could still work in the same profession but differently.

The andragogical counselor could use this opportunity to sensitize the student to change. When meeting individually or with a group, he could suggest deep thinking about the cycles of adult life. It is important to insist on the values of the student, and on what he wants to do with his life.

This operation is also very difficult. Adults are not in the habit of thinking about their desires, nor do they realize that dreams could some day become reality. More often than not, they feel that no solution exists to make their dreams come true. It is also possible that because of social change or the diversity of programs offered, they find themselves in a state of confusion regarding the possibilities that are offered to them.

On an individual basis, the andragogical counselor must help the student to clarify his tastes, values, interests, and to talk with him for some time on that topic. Does the student want to take more time to live, to think, to do things that he likes ? Does he want to make more money in a short period of time ? The student should have a clear idea of his reasons, whatever they are. It is therefore important to be attentive to the identification of the student's needs.

During this step of identifying career and educational objectives, the andragogical counselor may consider a variety of items that make the psychological profile of the adult learner. These are found in a text by Serre and Vallières (1984) which mentions nine paths of research identified by Brundage and Mackeracher. These represents the finding of the last thirty years.

THEMES TO CONSIDER IN IDENTIFYING CAREER AND EDUCATIONAL OBJECTIVES *

a) the caracteristics of adults
b) the role of the image and the self-esteem in learning
c) the role of emotion, stress and anxiety in learning
d) the role of acquired experience in learning
e) the perception and organization of time for adults
f) the motivation
g) the ambiguities of adulthood
h) the learning style of adults
i) the stages of development of adults

---

* These themes form the psychological profile of the adult learner, Brundage and Mackeracher, in _Pour une approche globale de l'apprenant adulte_, Serre and Vallières.

At the end of this operation the student should

- have identified his career and educational objectives in terms of feelings, values and interests

- have verified the reasons for which he wants to go back to school (life objectives)

- have decided in which program he wants to register (career objectives) from exercise 2

- have a real image of himself

2.3 Identification and verification of prior learning and its correspondance to credit courses

Now that the student has identified his career objectives as well as his educational objectives, it would be good to proceed to the identification and verification of prior learning in order to establish a correspondance with credit courses that are part of the program that he has chosen. In order to be credited, his learning must provide positive answers to the following questions :

- is the acquired knowledge of collegial or university level ?
- is it possible to verify that this learning has been acquired?

So that the student may answer these two questions, he may consult the list of applicable criteria for college and university level learning and try to establish which of his learning corresponds to those criteria.

Criteria applicable to college/university level

Throughout his life, there are many experiences that a student has undertaken that are not of collegial level, such as driving a car, taking a holiday, going to the bank for simple transactions, serving coffee, addressing and labelling envelopes, and so forth.

On the other hand, the student may be unsure as to whether certain other types of learning are of collegial or university level. The andragogical counselor will help him determine the level of his learning based on the following criteria.

CRITERIA FOR IDENTIFYING COLLEGE/UNIVERSITY-LEVEL LEARNING *

1. The learning must be measurable. Faculty members focus on knowledge and ability; they have no equitable way of measuring the value of experience itself.
2. The learning must have both a theoretical and an applied component. Many adults are strong in applied knowledge, but may lack a firm theoretical base.
3. The learning must be college level. Typically, a person may receive credit only for things that are of comparable level to what colleges and universities teach in their classrooms.
4. The learning must be applicable outside the specific context in which it was learned and must serve as a base for further learning. The person must be able to apply the knowledge and skills in more than one setting.
5. The learning must be relatively current. A person may not expect to receive academic credit for knowledge and skills that were acquired some time ago and have been forgotten.
6. The learning must show some relationship to the person's degree goal.

---

* Rydell and Irwin, Creditable Portfolio : Dimensions in Diversity, CAEL, November 1982

In order to help the student verify the level (collegial or university) of his learning, he is advised to read the following examples, which represent situations which are difficult to evaluate. Some are of university level and some are of college level. These examples describe situations which illustrate some of the difficulties experienced by students and counselors when identifying, verifying and establishing correspondance with existing courses and programs.

EXAMPLE

FRANCINE

Francine is 38 years old and has been married for 15 years. After she married, she stayed home hoping to have a large family. Her dreams have been modified since she lost her first baby. Francine and her husband wanted very much to have children but unfortunately their hopes were in vain a second and a third time. All the tests revealed that she and her husband could have children and finally, on her fourth try, she had a baby who was born alive and well.

She decided to meet with obstetricians and gynecologists concerned with this question and she set up a parents' committee for those in a similar situation. She started doing research on similar cases that she had heard about in other regions of Quebec and she compiled statistics. She put ads in the paper to create groups of parents concerned about this situation and decided to open an information center. Her research went as far as questioning whether certain methods of contraception were a possible cause for the miscarriages. She gathered enough information to write a report which was presented to the Minister of Social Affairs. While doing her research and writing her report she became aware that she had the ability to convey her thoughts and feelings in writing. Her writing style demonstrates her ability to make people understand her point of view.

She would like to be admitted to a bachelors degree program in Social Sciences and she wants recognition for credit for the research report, the synthesis she made during those years and the quality of her writing in English.

COMMENTS

When Francine wishes to establish whether her learning is of collegial or university level, she must realize that it is not the fact that she is married that is comparable to college or university level learning; neither is it the number of years she has lived with her spouse. What counts is the learning that she has mastered while doing research among obstetricians and gynecologists, the parents' committee that she formed, and research pertaining to other similar situations. The statistics that she compiled and the reports that she addressed to the Minister of Social Affairs could prove to be of a specific academic level.

Although the great desire to have children was followed by a long period of failures and disappointments, these desires and failures are not of academic value, even though she experienced a lot of emotion at the time. The miscarriage or the birth of a child is not of academic value either. Learning outcomes from these experiences must be demonstrated in the portfolio when requesting recognition of prior learning.

With the help of her andragogical counselor, Francine will be able to identify courses in a DEC program or Bachelor of Social Sciences that are related to her learning. She will be able to determine which of these skills correspond to the six criteria mentioned previously. She could request, among others, credits in language and literature, and for all other courses where she can prove that she has mastered the skills.

EXAMPLE

CHARLES

Charles is 35 and single. Twelve years ago he got a job as a medical representative for a company in the Montreal area. At that time, he had completed high school and was unilingual.

The company put him through a three-week training program in which he learned budgeting, forecasts, product and so forth. He also learned through interview simulations, how to market the product and how to improve his relationships with others.

Throughout these years, he read financial magazines, followed stock exchange activities (he built up his own small financial portfolio) and learned French in an informal way, i.e. by speaking with colleagues, listening to the radio, watching television and spending two weeks of his holiday per year in Gaspesia. Recently, he was asked to write articles for the News Bulletin of his company. Every year at the general assembly he writes the welcoming speech given by his boss. His dream is to acquire a bachelor's degree in commerce, but since he has been out of school for 18 years, he lacks confidence in himself and wants to go to college first, in order to verify his skills and have a clear image of himself.

In the last few years, he has been training young college graduates to do the same work that he is doing. This caused him to reflect on his own academic background. He decided to inquire at a Cegep about the business program and he hopes to obtain recognition for some of his learning.

He plays hockey twice a week and has been part of a senior team for the last eleven years. He also sings with the parish choir in his spare time.

COMMENTS

Charles could make a request for admission into the commerce program (28 courses). When Charles develops his portfolio, his status as medical representative, the fact that he plays hockey, the fact that he sings in the parish choir and that he takes holidays in Gaspesia do not necessarily constitute knowledge which is of collegial level.

Charles will have to demonstrate that he learns certain things when he works, writes articles, or makes budget forecasts. The product marketing, the improvement of his relationship with others, receiving grants to upgrade his French, and the training of the young college graduates could be considered for credit, if he can prove that he has been doing these things.

Like Francine, with the help of his andragogical counselor, he will be able to identify the courses in the DEC program in commerce which are closest to his learning by experience and he will be able to verify the skills according to the six criteria of the collegial level. He could also gather information about the certificates granted by universities and try to position himself at the level of his learning. If Charles is able to master specific skills from sports or music, he could be evaluated in these fields and use them as complementary courses within his program.

EXAMPLE

SALIM

Salim is 21 years old and was born in a refugee camp. Because of his situation he has learned to make himself understood in different languages and has developed ways of surviving in the minimal conditions existing around him.

He and his family have had to change countries several times and to adjust to different cultural environments. Salim has, therefore, acquired elementary and high school learning in various countries, in many languages, adjusting to different mentalities and cultures. He developed a capacity for adapting to different situations and finding quick and efficient solutions to a variety of problems. In addition, during all this time, his parents tried to maintain contact, through the Citizen's band radio, with relatives and friends who were dispersed throughout the world. Salim has learned Morse code and has started to send messages in many languages. He finally established a sort of communication network.

Salim finally lands in his new country with his family, and finds a job in a large corporation as clerk in the computer department. Working in that department he has the opportunity to learn, under the supervision of the electronics engineer, how to operate the computer recently acquired by the company. He offers his services as volunteer to assist the electronics engineer who becomes a mentor to him, so Salim gets to learn, by trial and error, the different machine-languages. He reads, documents and questions this new technology.

He wants to register in a computer technology program and consults an andragogical counselor in the Cegep nearest where he lives. His objective is to eventually become an electronics engineer but at the same time he has to continue working to support his parents.

COMMENTS

The fact that Salim was born in a refugee camp presented an opportunity to learn an array of languages. The fact that he moved from country to country has forced him to be flexible and adapt to a variety of situations and to learn new skills. The learning of the Morse code is another type of learning.

It is not the circumstances nor the events as such which will be assessed, but the learning outcomes produced by those events. Salim will make an attempt, by looking through the course contents, to determine whether his learning corresponds to college level, according to the six applicable criteria. If so, he could develop a portfolio to submit to assessors.

Salim has reason to expect that his ability to master other languages could be recognized as equivalent to courses in modern languages.

The Morse code could count as a complementary course. Moreover, the adaptation skills that he developed could be evaluated in relation to other courses which have yet to be identified. If Salim can prove that what he has learned about computers is relevant to computer courses, he could, after demonstrating his skills, obtain credits for these courses.

EXAMPLE

SUSAN

Susan is 60 years of age. She raised three children who are all on their own now. She has been a widow for the past six years. During her life as a homemaker and spouse she worked as a volunteer at the municipal library on a two-day per week basis. She has been performing various tasks such as document management, Dewey classification, cataloguing monographs, index cards, filing and other tasks.

From this experience she has developed, without pay, a school library at her grandchildren's school based on the standards and the system she had learned at the municipal library.

This new function is an opportunity for her to develop organizational skills in personnel management. When teaching volunteers in their jobs, she gathered information from her former colleagues for the tasks she had never performed herself. The quality of her work has been praised by many people.

Furthermore, she was president of the parents' committee for five years and at the same time organized charity sales for the parish. Although she was considered a homemaker, spending most of her time at home, she has been doing other tasks such as sewing her children's clothes, and she managed the family budget.

Today, she finds herself a widow with lots of spare time but with a low income. She notices that the graduates of documentation technology do the same work as she does, sometimes in a less efficient manner, yet they bring home a paycheck while she ends her week empty-handed. She realizes that it is time for her to get a salary and she wishes to obtain credit from the college where she lives in order to complete a degree in documentation technology.

COMMENTS

Susan will be able, once she consults the calendar of courses offered at the college, to ask a jury to evaluate her skills for different courses for which she thinks she has the knowledge. In addition, the fact that she was president of the parents' committee and the charity campaigns that she has organized could help her receive some credit in social sciences. She could request credit for practical experience in documentation technology and she should make sure that all letters of verification for the skills she has mastered are in accordance with the regulations.

Although Susan has been sewing for the family, she cannot claim credit for this function because of the fact that sewing does not have any relation with her career objectives and because the level of sewing she did is not of collegial level. Nevertheless, she will be able with the help of her counselor, to find out whether managing the family budget has given her enough skills to request credit.

EXAMPLE

ANNA

Anna is 27 years old and still lives with her family in a low income neighborhood. She has not completed Cegep because of the financial situation of her family. She would like to help her parents move into another area but she and her parents are somewhat against the idea. They have always lived in that area, have made friends and have developed a lifestyle they are not ready to change. In addition, Anna appreciates the fact that she lives close to the factory where she works. She has been a militant with the union for several years in order to improve the working conditions of her colleagues and she has served as president during the past few years. She works long hours in the evening to study the workers' files; she is recognized by her colleagues as a person with clear, concise and well structured ideas. Furthermore, her ability to defend the rights of others is unquestioned at work, with her family and in her community.

Because the physical place where she lives is deteriorating, Anna decided that changes had to be made. She decided to form a committee of owners and tenants of the area, to research their needs, their values and the way they wish to live, their mentalities and their ability to adapt to change. This research enabled her to meet architects, city planners and engineers, landscapers, economists, and lawyers. She learned to prepare a legal case because her main objective is to defend the interest of the citizens, to become a citizen advocate for those who want to go on living in that area. Negotiations bring her to City Hall where she submits a complete and well written report as a legal case.

When she prepares an inventory of her skills, she notices that she very often lacks theory. She also realizes that, by going back to school and following certain courses, she could obtain the knowledge that she needs in order to become more comfortable in her negotiations. She may eventually consider law studies, industrial relations or public relations. She realizes that her experience as a union leader and her experience as citizen advocate in her community have motivated her to improve her skills.

COMMENTS

Anna could demonstrate the skills that she has developed and for which she is praised by many people based on her ability to defend the rights of others. She could supply proof of evidence, i.e. the complete file or case that she has presented to City Hall. She could make an analysis of this file according to norms that an andragogical counselor could suggest to her. The work she has done for her union constitutes a learning situation that she could, once her choice of educational program has been made, use to point out skills related to courses in this program.

Anna has aptitudes for writing speeches and writing collective agreements. She could ask for credits for her knowledge of spoken and written English.

Because Anna is not sure of her career orientation, her andragogical counselor will help her to identify the program which best suits her needs. This program, taking into account her prior learning, will enable her to normalize her situation and to acquire what is lacking in her background in order to build herself an interesting career.

EXAMPLE

RICHARD

Richard is 41 years old. During his childhood he attended the local elementary and secondary schools, but had little enthusiasm for school. Spending long days in school, listening to subjects that did not interest him, caused him to lose his taste for learning. He managed to get his high school diploma, although his marks were not good. At this point he dropped out of school.

Each day, when Richard came back from school, he had little interest in his homework but he always found the time to invent things, to read diagrams, and to interpret data; in other words, to understand the meaning of things. Even now, when he reads through a catalogue of consumer goods, he tries to see how certain products could be improved.

Forced to earn his living while he was still young, he found a job in a small appliance repair shop and, after a few years, he decided that he would like to have his own business and do this kind of work on his own. At the same time, he hoped to maintain enough free time to work on his inventions. He has succeeded in converting a small electrical appliance into an appliance that can be driven by a different energy source. Because of this modification, the appliance has become much more useful, and it is now used in many different places such as automobiles and camping grounds.

Richard owns the plans and drawings for a dozen or so patented inventions, but he faces numerous problems. Because he does his inventing at home, he does not have all the equipment which is required to verify his results, and he cannot supply all the data required by the patent office. He cannot afford to pay for the patents and the protective rights. His imcome is low, and when he wants to borrow from a bank, he cannot supply the necessary guarantees. Because he is on his own with no support from anywhere, his potential as an inventor cannot be realized.

Richard would like to complete some studies which would help him maximize his potential. According to those who know, he shows remarkable potential as an inventor, and many people could benefit from the results of his work.

COMMENTS

Richard needs to find a place where he can further his reasearch and teachers who can monitor his work and help him realize his potential.

Richard should contact the local college. Once he has demonstrated his competence, the college may give him recognition for certain skills. A jury would have to prepare a special questionnaire. They may decide to invite experts from outside to help study this situation, which is a special one - the case of an inventor who requires support for his work.

In the case of Richard, it is possible that as an inventor he has skills that do not have links with existing courses but which, in the opinions of experts, deserve some special attention.

Richard could prepare a review of his own skills and attempt to determine whether he has enough theory to go with his practical work. He could be asked to present simulations and demonstrations before jury members who have prepared a questionnaire. This would give him an opportunity to explain the process and the learning outcomes which he has derived from his inventions.

Now that the student has read over the examples he probably has a better idea of the different situations that can occur in the field of recognition of prior learning. These examples have probably given him an idea of the skills that people can acquire and the link that these skills may have with existing courses and programs. In order to help the student to more easily identify his skills and to classify them in specific categories, he could consult the inventory of transferable skills which is provided further on. The ratings are also found later on in this text.

While we are talking about transferable skills and the need to reflect on the meaning of these skills, we would like to refer to the case of Marc Garneau, a Quebec astronaut, the first Canadian aboard a spacecraft. Garneau's educational background consisted of a doctorate in electronics engineering. He has crossed the Atlantic Ocean in a small boat with twelve people. At age 35, he transferred the skills acquired from a trip across the Atlantic Ocean to a trip into space in a restricted environment. Whatever additional background he needed in order to become a space traveler was supplied by NASA.

Many different events occur during a person's life. Some of them may have presented opportunities to acquire different types of learning. Two examples of marker events are given on the following pages in order to help the student complete the inventory of his skills.

EXAMPLE

MARKER EVENTS

When a person has reached adulthood, he has lived through different successes and failures. Joys and disappointments may have created learning opportunities; thus we can imagine that a winner of an important lottery jackpot may be very happy with all the additional money. Different kinds of learning could result from that event.

Let us imagine that this lottery winner was a person who always had difficulty making ends meet, who does not have any knowledge of budget management and who has now to call on bank managers and investment counselors. Our newly enriched person suddenly finds himself surrounded by new friends and a much broader family. Neighbours are now waving good morning and his colleagues envy him. In order to adjust to these emotions and start a new life with his new means, adapt to the social pressures, to adjust to his new status, this person has to learn a certain number of things.

EXAMPLE

MARKER EVENTS

Failures are also sometimes excellent opportunities for learning and one has to consider these, as well as successes, when considering learning.

For example, three people flew over the Northern Quebec in a small private plane on a fishing trip. Fog, freezing rain and other problems arose, forcing the plane into an emergency landing in an open field. No communication was established for a few days and the food supply was rapidly getting lower. The cold weather worsened the situation. Fortunately, the three passengers are alive and well today and all of them have learned something from that failed trip.

Here are some examples of factors that were probably the starting point for learning a few things:

- survival in the woods,
- establishing and maintaining communication among the three people,
- the worry about not being located and rescued.

These circumstances may have been the object of a deeper reflection, of a desire to question statistical information pertaining to this type of experience, to meet other people, to review their values, and therefore to learn new things.

After reading the marker events examples, the student is asked to complete the following exercise. A list of transferable skills has been included to help him place his learning. This list has a specific rating scale* that corresponds to a specific performance level.

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

Once the student has consulted the following list, he may indicate by A, B, C, D, or E which level of learning corresponds to his, A being the best performance and E being the least adequate performance. In the event that the student's knowledge is of collegiate level, he could establish the correspondance between his learning and the collegial level, using the course content that is described in the college calendar and the exercise that follows the above mentioned list.

---

* From Breen and Whitaker, Bridging the Gap, A Learner's Guide to Transferable Skills, the Learning Center, San Francisco. Ca 1983.

INVENTORY OF THE STUDENT'S TRANSFERABLE SKILLS *

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

Circle your present level for each skill listed below.

COMMUNICATIONS

1.	Listen with objectivity and paraphrase the content of the message	A	B	C	D	E
2.	Use various forms and styles of written communication	A	B	C	D	E
3.	Speak effectively to individuals and groups	A	B	C	D	E
4.	Use various audio and visual media to present ideas	A	B	C	D	E
5.	Express your needs, wants, opinions and preferences without offending the sensitivities of others	A	B	C	D	E
6.	Identify and communicate value judgments effectively	A	B	C	D	E
7.	Describe objects and events with a minimum of factual errors	A	B	C	D	E
8.	Convey a positive self-image to others	A	B	C	D	E

---

* Breen and Whitaker, Bridging the Gap, A Learner's Guide to Transferable Skills, The Learning Center, San Francisco, Ca, 1983.

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

RESEARCH AND INQUIRING SKILLS

9. Use a variety of sources of information A B C D E

10. Apply a variety of methods to test the validity of data A B C D E

11. Identify problems and needs A B C D E

12. Design an experiment, plan or model that systematically defines a problem A B C D E

13. Identify information sources appropriate to special needs or problems A B C D E

CONSTRUCTIVE CRITIC SKILLS

14. Formulate questions relevant to clarifying a particular problem, topic or issue A B C D E

15. Identify quickly and accurately the critical issues when making a decision or solving a problem A B C D E

16. Identify a general principle that explains interrelated experiences or factual data A B C D E

17. Define the parameters of a problem A B C D E

18. Identify reasonable criteria for assessing the value or appropriateness of actions or behavior A B C D E

19. Adapt your concepts and behavior to changing conventions or norms A B C D E

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

CONSTRUCTIVE CRITIC SKILLS (continued)

20. Apply appropriate criteria to strategies and action plans A B C D E

21. Take given premises and reason to their conclusion A B C D E

22. Create innovative solutions to complex problems A B C D E

23. Analyze the interrelationships of events and ideas from several perspectives A B C D E

PERSONAL DEVELOPMENT SKILLS AND CAREER PLANNING SKILLS

24. Analyze and learn from life experiences - both your own and others A B C D E

25. Relate the skills developed in one environment (e.g., school) to the requirements of another environment (e.g., work) A B C D E

26. Match knowledge about your own characteristics and abilities to information about job or career opportunities A B C D E

27. Identify, describe and assess the relative importance of your needs, values, interests, strengths and weaknesses A B C D E

28. Identify and use personal growth goals and strategies that are motivating A B C D E

29. Identify and describe skills acquired through formal education and general life experience A B C D E

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

PERSONAL DEVELOPMENT SKILLS AND CAREER PLANNING (continued)

30. Identify your own strengths and weaknesses A B C D E

31. Accept and learn from negative criticism A B C D E

32. Persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it. A B C D E

33. Recognize when a project cannot be carried out or is not worth the time or effort to complete it A B C D E

34. Generate trust and confidence in others A B C D E

35. Take risks A B C D E

36. Accept the consequences of your own actions A B C D E

37. Represent yourself effectively to prospective employers A B C D E

INFORMATION AND MANAGEMENT SKILLS

38. Sort data and objects A B C D E

39. Compile and rank information A B C D E

40. Apply information to the solution of a specific problem or task A B C D E

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

INFORMATION AND MANAGEMENT SKILLS (continued)

41. Synthesize facts, concepts and principles A B C D E

42. Understand and use organizing principles A B C D E

43. Evaluate information against standards A B C D E

INTERPERSONAL AND HUMAN RELATIONS SKILLS

44. Guide a group toward achievement of a common goal A B C D E

45. Maintain group cooperation and support A B C D E

46. Delegate tasks and responsibilities A B C D E

47. Interact effectively with peers, superiors and subordinates A B C D E

48. Express your feelings appropriately A B C D E

49. Understand the feelings of others A B C D E

50. Use argumentation techniques to persuade others A B C D E

51. Make commitments to others A B C D E

52. Be willing to take risks A B C D E

53. Teach a skill, concept or principle to others A B C D E

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

INTERPERSONAL AND HUMAN RELATIONS SKILLS (continued)

54. Analyze behavior of self and others in group situations A B C D E

55. Demonstrate effective social behavior in a variety of settings and under different circumstances A B C D E

56. Work under time and environmental pressures A B C D E

DESIGN AND PLANNING SKILLS

57. Identify alternative courses of action A B C D E

58. Set realistic goals A B C D E

59. Follow through with a plan or decision A B C D E

60. Manage time efficiently and effectively A B C D E

61. Predict future trends and patterns A B C D E

62. Accomodate multiple demands for commitment of time, energy and resources A B C D E

63. Assess needs A B C D E

64. Make and keep a schedule A B C D E

65. Set priorities A B C D E

A - VERY HIGH PROFICIENCY - Your performance would enable you to assist others in learning and assessing this skill.

B - COMMENDABLE - The level of your performance evokes frequent favorable comment from others.

C - SATISFACTORY - You perform or use this skill with reasonable proficiency, and although you would not expect particular commendation, neither would you expect much complaint about your performance.

D - DEVELOPING - You can perform the skill, but not at a level that you, or others, would consider satisfactory. You know that your performance needs improvement in order to avoid complaints.

E - LACKING - You do not possess this skill well enough to actually perform it. You need significant additional learning in this area before you would attempt to apply it in a real situation.

MANAGEMENT SKILLS

66. Analyze tasks A B C D E

67. Identify people who can contribute to the solution of a problem or completion of a task A B C D E

68. Identify resource materials useful in the solution of a problem A B C D E

69. Delegate responsibility for completion of a task A B C D E

70. Motivate and lead people A B C D E

71. Organize people and tasks to achieve specific goals A B C D E

VALUES

72. Assess a course of action in terms of its long-range effects A B C D E

73. Make decisions that will maximize both individual and collective good A B C D E

74. Appreciate the contributions of art, literature, science and technology to contemporary society A B C D E

75. Identify your own values A B C D E

76. Assess your values in relation to important life decisions A B C D E

Some forms of learning acquired through volunteer work are described in the following pages.

TASKS RELATED MAINLY TO VOLUNTEER WORK *

ADMINISTRATION AND ORGANIZATION
Operating volunteer bureaus; mounting recruitment drives, award programs; volunteer orientation.

CIVIC AFFAIRS
Stimulating community interests in government; assisting in voter registration; engaging in lobbying; proposing legislation.

COMMUNICATIONS AND PUBLIC RELATIONS
Writing copy, newsletters, educational material, bulletins, radio scripts for programs; manning speakers bureaus.

COMMUNITY SERVICES
Serving on advisory bodies to government; organizing self-help groups; forming coalitions for planning and action; manning information centers; participating in broad community improvement programs.

CONSUMER SERVICES
Educating people on how to get more for their money, how to budget, what to buy, pitfalls of credit; setting up co-ops and buying groups; answering consumer complaints and investigating fraud.

CULTURAL ACTIVITIES
Teaching arts, bringing theatre and music to schools and ghettos; acting as guides and lecturers in museums.

EDUCATION
Improving the educational level of young and old; serving as teacher aides, tutoring children and illiterates, teaching English as a second language, contributing to school talent banks, getting books to kids, bolstering library services; keeping children in school or returning drop-outs, providing scholarships.

EMPLOYMENT AND JOBS
Counseling young people on careers; mounting career fairs; improving employment possibilities through job orientation; providing skill training, placement services.

ENTREPRENEURSHIP
Assisting minorities in setting up their own businesses; providing consulting and advisory services, management training and financial assistance.

FAMILY-, YOUTH-, AND CHILDREN-ORIENTED SERVICES

Serving as big brothers and sisters, starting and operating day care services, improving homemaking skills of the inexperienced; providing foster homes; brightening and enriching residential facilities like orphanages; adopting and acting as a problem-solver for underprivileged families.

GIVE-AWAY PROGRAMS

Providing emergency food, clothes, and household equipment to the needy and the disaster-stricken; brightening holidays with gifts; operating gift shops.

HEALTH AND MENTAL HEALTH

Educating the young and old on prevention of disease, drug addiction, alcoholism; filling numerous roles in hospitals and clinics; becoming a member of a therapeutic team to rehabilitate the mentally ill, drug addicted; helping with reintegrating into the community; bringing medical services to the poor.

HOUSING

Improving existing structures in rundown areas, getting involved in problems of relocation, investigating offenses against fair housing laws, facilitating tenant-landlord relationships, advising new home owners on property management, mortgages, insurance, budgets.

INTERRACIAL/INTERETHNIC/INTERGROUP RELATIONS

Establishing programs to reach inner-city people; participating in efforts for integration; bridging the generation gap.

LEGAL RIGHTS, LAW ENFORCEMENT AND CRIME PREVENTION

Serving as a probation aide; providing law education for lay groups; improving police-community relations; befriending prisoners while in jail and afterwards; taking part in volunteer programs in juvenile institutions.

NUTRITION

Teaching good eating habits, better food preparation; promoting school lunch programs; helping in school cafeterias; aiding in food distribution; delivering meals to the old, the ill, the handicapped.

PHYSICAL ENVIRONMENT, EXCEPT HOUSING

Fighting the further spread of pollution through research, data gathering and code enforcement; restoring land, waters; improving the urban scene; creating playgrounds and parks; cleaning up littered highways.

PSYCHOLOGICAL/SOCIAL SUPPORT SERVICES

Providing companionship to the shut-in, the aged; becoming a foster parent; sharing housekeeping skills; giving telephone guidance and reassurance.

RECREATION

Providing play activities and play space; coaching in sports; teaching arts and crafts; giving parties for children, senior citizens; making vacations possible for the disadvantaged, the retarded, the handicapped; promoting community swimming pools; serving in drop-in centers.

TRANSPORTATION

Chauffering; driver education; safety education; programs including driver training component.

---

* Reproduction, p.9-10 of original document (Ekstrom, Harris and Lockheed, How to Get College Credit for What You Have Learned as a Homemaker and Volunteer, Princeton, N.J.: Educational Testing Service, 1977).

IDENTIFICATION AND VERIFICATION OF THE STUDENT'S LEARNING

The following exercises constitute the core of the student's portfolio, that which will be organized for presentation of his skills to assessors. These exercises are not to be done in this book, but on separate sheets which will be supplied by the counselor.

Be sure that the student understands perfectly the process of identifying and verifying his learning and the relation with credited courses. With the help of his counselor, the student will first identify in Exercise A, the year and the place where the learning took place, and the skills acquired.

Secondly, in Exercise B the student include only those skills with the corresponding rating A, B or C and chooses the assessment procedure that will best provide proof of his knowledge. Then he has to cite in the appropriate column which exhibits he will provide as well as the title and number of the courses for which he is requesting credit.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - A

CREDITED COURSES		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of the program	Brief description of course content if the course does not appear in the institution's syllabus.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - B

CREDITED COURSES			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - A

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.		
YEAR	Name and address of the institution where you took these courses Title of course, seminar, etc.	Skills acquired I know how ... I am able to... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - B

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - A

FULL TIME OR PART TIME PAID WORK

YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - B

FULL TIME OR PART TIME PAID WORK			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - A

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - B

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION ET VERIFICATION OF LEARNING

EXERCISE 7 - A

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.		
YEAR	Name and address of the organization Place, situation, others	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - B

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - A

MARKER EVENTS AS SOURCE OF NEW LEARNING		
YEAR	Places and situations (accidents, luck mishaps, etc.)	Skills acquired I know how to ... I am able to ... I can ...

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - B

MARKER EVENTS AS SOURCE OF NEW LEARNING			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST

CHECKLIST FOR COLLECTING EVIDENCE

In order to collect all the proof that the student can use to support his claim, he may consult the following list:

Paid work, full time or part time with an employer

1. Do your former employers have job descriptions for the tasks you have been doing ?

   Yes ______ (get copies) No _____

2. Do your former employers have in their files the nature of your work and the time spent doing this work ?

   Yes ______ (get a copy) No ______

3. Did you have a supervisor who evaluated your performance ?

   Yes ______ No ______

4. Do you have letters of reference, recommendation, or other letters of verification from your employer, from your supervisor, or from clients ?

   Yes ______ (get copies) No ______

5. Did you ever receive commendations for your work ?

   Yes ______ (get copies) No ______

6. Do you have newspapers or magazine clippings which mention your ability ?

   Yes ______ (get copies) No ______

---

* Adapted from How to Get College Credit for What You Have Learned as a Homemaker and Volunteer, R.B. Ekstrom, et al., 1977.

Paid work, full time or part time with an employer (continued)

7. Does your employer have records of your attending training or specialization programs ?

Yes ______ (get copies) No ______

8. Do you or do your employers have documents which can help you prove your competence ?

Yes ______ No ______

9. Do you have finished products such as films, photos or cassettes which could prove your ability to make something ?

Yes ______ (get them) No ______

Nonpaid work, volunteer work, homemaking etc.

1. Does the volunteer organization you worked for have a job description of what you have been doing ?

Yes ______ (get copies) No _____

2. Does the volunteer organization have in its file the nature of your work and the time spent doing this work ?

Yes ______ (get a copy) No ______

3. Did you have a supervisor who evaluated your performance ?

Yes ______ No ______

4. Do you have letters from the organization, from your supervisor, from colleagues or clients, congratulating you on your work ? Do you have letters of verification from your employer or your supervisor ?

Yes ______ (get copies) No ______

5. Did you ever receive special commendations for your work ?

Yes ______ (get copies) No ______

6. Do you have newspapers or magazine clippings which mention your ability ?

Yes ______ (get copies) No ______

7. Does your employer have records of your attending training or specialization programs ?

Yes _____ (get copies) No _____

Credit courses

1. Do you have report cards from the institutions which you attended ?

Yes ______ (get copies) No ______

2. Do you have diplomas, certificates or attestations which support your claim ?

Yes ______ (get copies) No ______

3. Do you have letters of verification from your teachers describing your abilities and your level of performance as a student, as a leader, or as an assistant ?

Yes ______ (get copies) No ______

4. Do you have finished products such as films or cassettes which attest to your achievements within this course ?

Yes ______ No ______

Non Credit courses

1. Do you have report cards from academic institutions or other organizations you attended ?

   Yes ______ (get copies)   No ______

2. Do you have diplomas, certificates or attestations which support your claim ?

   Yes ______ (get copies)   No ______

3. Do you have letters of verification from your teachers describing your abilities and your level of performance as a student, as a leader, or as an assistant ?

   Yes ______ (get copies)   No ______

4. Do you have finished products such as films or cassettes which attest to your achievements within this course ?

   Yes ______ (get samples)   No ______

NOTE TO THE ANDRAGOGICAL COUNSELOR

2.3 Identification and verification of prior learning and correspondance with credit courses

This operation is the most difficult for the student and for his counselor. Holtzclaw (1984), says that, for the andragogical counselor, this operation represents the biggest challenge of the entire process of portfolio development.

Indeed, to verify the correspondance of learning with existing courses represents such a delicate operation that we feel the responsibility of the counselor is very heavy. He will need to be in close contact with assessors, teachers, or professors in the field to be evaluated. In conjunction with the assessors, the counselor must attempt to anticipate the chances of success or of failure.

The students will probably feel that it is difficult to make the link between their learning and the courses. Holtzclaw (1984) recalls that students have difficulty talking about themselves in an analytical way.

It is important to have the student understand the difference that exists between events that have been lived passively and others that have been a learning opportunity. Il is also important to insist on the fact that the routine tasks are a duplication of learning. The number of years is irrelevant. The learning outcomes from the experience is what counts.

At the end of this operation, the student should

- be aware of the six criteria applicable to collegial or university level
- have read examples and comments of each fictitious situations given in this document
- have made a revision of his own marker events
- have reviewed the tasks linked to volunteer work
- have identified with the rating suggested his own transferable skills
- have completed the relevant exercises (3 to 8) on a seperate sheet given by the counselor
- have a global idea of his prior learning and an overview of the impact that it could have on his future projects

The student could use the memo provided in order to help him remember everything that he needs.

2.4 Projection of educational program

Once the student has established the correspondance between his learning and the collegial or university level courses, he should be in a position to make projections about his educational program, taking into account the theoretical and practical courses that are offered by the institution he has chosen.

This educational program must be planned with the help of the student's andragogical counselor in relation to existing courses and also according to the policies and limits of the institution. If the program of study he wants to undertake is not offered at the college or university where he has developed his portfolio, or if, during the development of his portfolio, he has realized that he should go to another institution or school board, his counselor will help him to register in another institution. The student will present his portfolio at this other institution. If it already has a procedure for recognizing prior learning, the people should allow the student to use his portfolio and then he should be able to receive recognition fairly quickly.

To make a projection about his learning program, he should first of all remember that if he wants to attend a college, there are two programs, one of general education of 28 courses and the other of vocational education of a variable number of courses. Should the student wish to go to university, he should consult the calendar of the department he will register in.

To help the student complete his request for credit, two examples of learning by experience are given in the case of Claire and Robert. These two examples will explain the organization of the portfolio for presentation to assessors.

Claire and Robert have prepared portfolios which are very different, but the same process of preparation was used. Even though they have worked in the same enterprise, i.e. their own, they have acquired skills that are altogether different. The exercises included in the portfolio illustrate only a few examples and cover only part of the skills that have led them to choose a certain program. The sixth document here gives only one example, but should a student have several requests for credit, he must make a separate request for every course for which he asks recognition.

These examples are taken at random. Number and course titles come from three sources : Cahier d'enseignement collégial I - 1983-1984, John Abbott College Calendar 1983-1984, and Calendar of Collège Rosemont, 1984-1985.

It could happen that a person has skills that exceed the number of courses contained within a program. In that case, the skills are kept "aside" for another program or for another level.

EXAMPLE

CLAIRE AND ROBERT

Claire, 36 years old, and Robert, 38 years old, have been married for 15 years and have three children. When Robert was a teenager, he started to learn pottery-making by trial and error. His competence in the field of pottery-making has increased over the years and he has been making his living by it for the last twelve years. However, he has neither the time nor the inclination to manage the pottery-making operation. His time is taken up with the production side of the operation, working the clay, creating pieces, doing the sculpturing, purchasing the materials and supervising the baking. He also has to answer a growing number of requests from his customers.

Ceramics teachers sometimes bring groups of students to observe certain production operations. Robert has, therefore, in a sense become a teacher of introductory ceramics courses.

Apart from the lack of time, Robert does not possess the motivation required to become a self-employed manager.

In the early days of their marriage, Claire had three children in four years. She is beginning to show an interest in her husband's activities, and would like to work with him. She is doing very well at managing the business. She supervises the purchasing of materials, the selling of products, newspaper advertising, and the annual exhibition. She has opened a boutique in a shopping center, in which she sells the products made by her husband and arts and crafts created by others.

Claire took a course in basic accounting a few years ago. She uses this knowledge to help her keep the books, borrow money and make payments. She has attended "Women in Business" seminars which dealt with budget management and other useful topics.

Claire has to hire a sitter for her children. The sitter takes evening courses at the local college and Claire often helps her with her homework in math and algebra.

While preparing their last income tax return, Claire and Robert both noted with satisfaction that they have come a long way and learned a great deal. They realize, however, that they have received no academic recogntiion for their achievements and they agree that they should, if possible, obtain some recognition.

EXAMPLE

CLAIRE AND ROBERT

(continued)

The work that Robert has done with college students has prompted him to think that, eventually, he would like to teach pottery and that if he had a college diploma in ceramics he would have a better chance of being hired as a teacher. He has thought about pursuing courses in adult education in order to obtain a certificate in andragogy, or attending university to become a ceramist-consultant. In any or all these eventualities, he would like to obtain some credit for the work that he has done.

In Claire's case, she has discovered that she has management skills. She would like to complete a college diploma in commerce and then open and manage some more boutiques. Once it has been determined what credits she might receive, she will consider certain other posibilities, such as a certificate in management or a bachelor's degree in business administration.

COMMENTS

Robert could go to a college which offers ceramics technology and prepare a learning contract with help from an advisor. He could obtain credit for all courses for which it is possible for him to demonstrate his skills. He may only have to register in 'core courses', i.e. English and Humanities. During his leisure time, Robert played on an athletic team. From the French-speaking members of the team, he learned enough French to be able to converse with clients who visited his shop in Old Montreal. He may be able to pass examinations in written and oral French and receive credit for courses in French without having to follow them. These would count as 'complementary" courses.

In Claire's case, she could register in a college diploma program in commerce. She could apply for credits in accounting and furnish the necessry proof that she has the skills. The work that she has done with her baby-sitter in math and algebra may have given her enough skills to obtain credits in these subjects. In order to do so, she will have to pass tests in these subjects. She has taken courses in aerobic dance. She may be able to obtain a physical education credit for the skills acquired. In order to do so, she will have to demonstrate her competence before a jury.

In order to better understand the projection of his learning program, a student will be able to examine the programs of Claire and Robert separately in the following pages.

EXAMPLE : PLANNING OF EDUCATIONAL PROGRAM

D.E.C. IN COMMERCE
28 courses

	Credit Request	Courses to take

Mandatory Courses (12)

- Physical Education (dance)
- Physical Education
- Physical Education
- Physical Education
- Humanities
- Humanities
- Humanities
- Humanities
- Language and literature
- Language and literature
- Language and literature
- Language and literature

Specialization Courses (12)

- Commercial Law
- Finance I
- Marketing
- Cost accounting
- Taxation
- Retailing
- Promotion
- Accounting I
- Operations research
- Secong Language - French I
- Second language - French II
- Second language - French III

Complementary Courses (4)

- Portfolio development
- Typing I
- Typing II
- Secretarial procedures

TOTAL NUMBER OF CREDITS REQUESTED _____

EXAMPLE

PLANNING OF EDUCATION PROGRAM

D.E.C. IN CERAMICS
45 courses (approximately)

	Credit Request	Courses to take
Mandatory Courses (12)		
- Physical Education		
- Physical Education		
- Physical Education		
- Physical Education		
- Humanities		
- Humanities		
- Humanities		
- Humanities		
- Language and literature		
- Language and literature		
- Language and literature		
- Language and literature		
Specialization Courses (12)		
- Intro Ceramics I		
- Technical drawing		
- Lab I		
- Throwing I		
- Handbuilding I		
- Mouldmaking I		
- Equipment I		
- Studies and procedures I		
- Architectural ceramics		
- Ceramic History		
- Decoration I		
- etc.		
Complementary Courses (4)		
- Portfolio development		
- French I		
- French II		
- etc.		

TOTAL NUMBER OF CREDITS REQUESTED _____

NOTE TO THE ANDRAGOGICAL COUNSELOR

2.4 Projection of educational program

The student should now be ready to build his own educational program. It is very important for the andragogical counselor to be aware of the different courses and programs that can most adequately meet the expectations and needs of the students.

The counselor is in a delicate and sometimes ambiguous situation, because he is working with students who have studied at different academic levels. The counselor should be objective. He should show a professional attitude and attempt to help the student document his knowledge and advise him of the different ways he can use it. On this subject, the reader should consult the research of Christiane Sirois, (Fer de Lance Inc, Sherbrooke, Quebec) on the experimentation of programs in administration at the three levels of education.

If one thinks of an inventor or a self-learner who learns by trial and error, this person, according to the findings of Tremblay and Danis (1984), shows specific characteristics : these people are intense and curious, this curiosity is linked to the motivation to learn, a need to learn continuously. The authors of this publication say that other caracteristics are common to inventors and self-learners and make these people acquire certain learning in a particular fashion. But it is not easy to assist them in their career orientation.

Can we require a homemaker who speaks and writes correctly in English to follow the core courses in language and literature? Is it not unfair to request an immigrant who speaks several languages to take courses in every discipline when he could get credit in modern languages? What to do with a company president who has followed all the steps of the company's hierarchy without holding a bachelor's degree ? How do we take into account the special needs of the elderly and the handicapped ?

The andragogical counselor should open and maintain a dialogue with all the other responsible parties in the prior learning program at the three academic levels.

At the end of this exercise the student should

- have constructed his educational program
- have reviewed titles, number of courses and programs for which he wants to get credit
- have assembled all of the documents required
- have established correspondance with existing courses
- have reviewed all the possibilities of courses and programs which could suit him
- be sure about the program he wants to be registered in

2.5 Request for credit

Once the projection of the student's educational program is completed and he has identified the courses for which he can request official recognition of learning and for which he has furnished proof of evidence, he may, with the help of his counselor, prepare his request for credit by organizing his portfolio for presentation to assessors.

If he requests recognition for courses at a community college or at university, these requests will normally be sent to the program director who provides the liaison between the administration, the counselor and the assessors.

The program director will review the student's file completely and will send the request for credit for core courses to the specific departments, i.e. physical education, humanities, or language and literature. In the case of concentration courses and complementary courses, he will communicate with the department concerned. For each credit request, the student's portfolio should be photocopied and should include the credit requests for each course.

The department concerned with evaluation of the student's portfolio will nominate three people to become a jury. The jury is expected to be made up of people who do not know the student.

In the case of subjects for which the student will have to write tests and exams prepared by faculty (maths, algebra, accounting, French, English and others), the results of these exams will become the proof.

In the case of learning outcomes derived from homemaking, volunteer work, paid work, leisure and travel, the student's counselor will help him prepare the proof of his competence. The counselor has at his disposal certain instruments such as grids, charts, and exercises which are designed for this purpose.

In cases where the proof depends on a presentation or a demonstration or a finished product, especially where several operations are involved, such as Robert with ceramics, the jury could go to the place of work and observe the work being performed. Robert's ceramics operation is a good example. The jury might come equipped with a questionnaire which lists the elements of knowledge that have to be mastered by the regular students.

Other types of evaluation could take place. For example, in the case of Francine, when she meets with obstetricians and gynecologists, an expert from outside (either an obstetrician or a gynecologist) could be invited to be part of the jury.

The program director will send the request for credit to the various departments and must allow a minimum length of time, sometimes a few weeks, sometimes a few months, before the request can be studied, and accepted or rejected.

According to the nature of his learning, and the proof he can supply, the student might be asked to do any one of a number of things such as a demonstration, a simulation (role play), or a performance (e.g. dance, theater, interviews,).

2.5 Request for credit

The request for credit is done with the presentation of the portfolio organized according to seven documents mentioned in the examples of Claire and Robert (see chapter III).

The counselor maintains the link with the program director, enquires about the composition of the jury and makes sure that the portfolio will not be forgotten by mistake.

He will continue to assist the student, i.e. to see that he has well understood the steps of the evaluation that he will have to live, according to the evaluation procedures. He will make sure that the proof, products and reports given have been presented at the office of the program director. If the student needs to demonstrate or perform, the counselor makes sure that a jury has been formed.

2.6 Granting of credits by assessors

The assessors will try to compare the student's skills to the requirements that have been set for the regular students. They will use methods of evaluation that he has chosen and which best apply in his case. They will use techniques that are designed to give him the best possible opportunity to prove that there is a link between the skills he has acquired and the learning outcomes expected in corresponding courses.

The assessors are responsible for maintaining academic standards. In no way must the student consider negotiating or trading learning for credit. In any case, the procedure is the same for all students who make a request to have their prior learning recognized.

In the case where a judgment does not satisfy the student, he will be able to discuss the matter with his andragogical counselor, and with the assessors if necessary. If need be, he could appeal the decision but it is suggested that he does so only if he is positive that the judgment rendered was inappropriate and that he is ready, with proof of evidence, to justify his appeal.

Credits are awarded by the teaching staff and for each course in which credit is granted, there must be an official letter which states that credit has been given. The letter is written by a faculty member or by a jury member. It is addressed to the registrar.

The student and his andragogical counselor will also receive a copy of this letter. Once the student has received, in writing, this recognition of his prior learning, he is in a position to follow the part of the program which still has to be done by registering in courses that have to be completed in order to obtain his diploma.

Chapter III entitled _Portfolio organization for submission to assessors_ covers the content of his portfolio, the guidelines that are to be followed when organizing his portfolio before submission, and guidelines for collecting his letters of verification. Further on, the student will see examples of the portfolios that people like Claire and Robert might submit.

NOTE TO THE ANDRAGOGICAL COUNSELOR

2.6 Granting of credits by assessors

The andragogical counselor will be in communication with the assessors in case those people have questions pertaining to the student's portfolio.

If the request for credit is rejected by the jury, the counselor, the assessors and the program director will take another look at the portfolio and try to see if there is sufficient grounds for appeal.

CHAPTER III

ORGANIZATION OF THE STUDENT'S PORTFOLIO FOR SUBMISSION TO ASSESSORS

CHAPTER III

ORGANIZATION OF THE STUDENT'S PORTFOLIO FOR SUBMISSION TO ASSESSORS

This last chapter uses the examples of Claire and Robert to demonstrate the procedure to follow when the student puts his portfolio together.

This presentation is a synthesis of the work that has been done in Chapter II. It includes only the documents that assessors will need in order to assess the student's skills. Even at this stage of the process, there is no guarantee that credit will be awarded. Given the fact that assessors are the only judges involved, the student has to wait for their decision.

The programs and courses have been presented here from the Cahier the l'Enseignement collégial 1 et 2, 1983-1984 and from the calendar of programs and courses offered at John Abbott College, 1983-1984, and the calendar from Collège de Rosemont, 1984-1985.

In certain cases, this information has been reorganized to help the student better understand the process.

3.1 Content of the portfolio

This file shall include seven documents.

1) A covering page with information regarding the student's identity

2) A brief narration of the student's life experience which will give the jury an idea of who he is. (see Life Experience, Exercise 1).

3) An explanation of the student's career objectives and educational objectives (see exercise 2)

4) A chronological list showing the nature and the depth of the student's learning according to every course for which he asks recognition (see exercises 3 to 8)

5) A projection of the student's educational program (see the example already given)

6) An offical request form to obtain credit (form usually supplied by the institution)

7) Documentation attesting to the student's learning

N.B. : A table of contents may also be useful in the arrangement of the portfolio

3.2 Guidelines for the organization of the student's portfolio for submission to assessors

Before organizing his portfolio and submitting it to assessors, the student should take time to read the following *:

1. While more than one document may be needed to establish a learning claim, it is not necessary to have large number of documents for each experience. A great many may serve only to frustrate administrators, faculty members, and assessors.
2. Excessive documentation, attractively presented, will not substitute for weak articulation of competences and assessment performance.
3. If actual products such as canvases, pottery, or machines are to be used as documentation, these could be photographed or reduced to slides. Most institutions cannot insure these products against damage or loss. Besides, such documentation is unwieldy and cannot be circulated easily to faculty or committees.
4. Products or replicas submitted in the portfolio should be labeled, signed, and dated by the student.
5. Even though the student attempts to trim down the amount of documentation, some individual specimens may be quite long. The student should underline with a colored pen those parts of the document relevant to the claimed learning outcomes.
6. Copies, not originals, of any valuable documents such as licenses, certificates, letters, or recommendations should be used in the portfolio.

---

* Rydell and Irwin, Creditable Portfolio : Dimensions in Diversity, CAEL, November 1982

3.3 Guidelines for letters of verification

Letters of verification are a tool that confirms the authenticity of the student's allegations and supports them; they must satisfy certain requirements *:

1. The individual who writes the letter must know the student and have first-hand knowledge of the activity which the student has cited in the portfolio.
2. The author of the letter should state clearly the nature of the relationship between her or him and the student.
3. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated.
4. The content of the letter should focus on the duties, responsibilities, tasks, or activities which were inherent in the experience under consideration.
5. The author of the letter should describe the activity under consideration fully in much the same fashion as it is described in student-prepared portfolio materials such as the resume. That is, the letter should set down the context of the experience - the who, what, when, why, for how long, where, etc.
6. In addition to describing the experience, the author should evaluate the level of the student's performance as well as explaining growth and learning which occurred during the experience. There should be some attempt to compare the student's performance with that of peers who have an undergraduate or graduate education.
7. A special accomplishment that results in a product requires documentation in the form of one or more letters of verification authored by persons who observed the student while he or she was developing the product.
8. Most of all, the student should make it clear to the author that the letter to be written is one of verification or evaluation, not recommendation.

---

* Rydell and Irwin, Creditable Portfolio: Dimensions in Diversity, CAEL, November 1982.

EXAMPLE OF

CLAIRE'S PORTFOLIO

FIRST DOCUMENT: COVERING PAGE

PORTFOLIO

Claire Fountain
12, Boutique avenue
Ceramicville, Province

SUBMISSION OF A PORTFOLIO
FOR CREDIT REQUEST
WITHIN THE COMMERCE PROGRAM
THE COLLEGE OF THE FUTURE
999 College Street
City and Province

Date

Signature

SECOND DOCUMENT: NARRATION (summary of Exercise I)

CLAIRE

I am 36 years old, married and the mother of three children. I have been working as my husband's partner for the last twelve years. The part that I play in our small business is mostly related to management. Among other duties, I supervise the purchasing of material, I organize the sale of the finished products, I am in charge of the advertising in the local newspaper and I prepare the annual exhibition. I have opened a boutique in a shopping center, where I sell my husband's products as well as arts and crafts made by other artists.

I do the bookkeeping. A basic accounting course which I took a few years ago has helped me with this work. I deal with the books in matters of borrowing and repayment of loans. I require the help of a baby-sitter. She is following evening courses at the local college and I supervise her homework in maths and algebra.

Before I was married, I was a full-time secretary with an investments company. Since my marriage, my main occupation, apart from raising my children, has been managing our little business.

At present I am still considered a non paid worker and I do not receive an official salary for my work.

I have attended seminars and taken non credit courses. My leisure activities include sports. I find that participating in sports enables me to feel better and, therefore, to work better.

THIRD DOCUMENT : CAREER AND EDUCATIONAL OBJECTIVES (Exercise II)

In reviewing my working experience, I realize that I have learned a lot. My educational objective is to eventually obtain a bachelor's degree in business administration.

I live far from any university and I would like, for various reasons (closeness to the college, free tuition, possibility of day courses), to first complete a DEC in business administration. This DEC would normalize my situation and would give me an idea of the skills which I have.

Program Title : Commerce N° : ________________

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - A

CREDITED COURSES		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of the program	Brief description of course content if the course does not appear in the institution's syllabus
1970	Previous College Course n° 410-110-70 Accounting I	Refer to calendar
1971	Previous College Course n° 410-501-71 Retailing	Refer to calendar

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - B

CREDITED COURSES			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
81 %	Equivalency	Transcripts Exhibit I	410-110-79 Accounting I
83 %	Equivalency	Transcripts Exhibit II	410-501-79 Retailing

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - A

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of seminars, etc.	Skills acquired I know how to ... I am able to ... I can ...
1981	Women in Business Seminar: Introduction to the business world (120 hours)	I have a good understanding of the economic system in which we live and I have a fairly good idea of the following business fields: finance, marketing, personnel and production and I also have the required vocabulary. I understand clearly how each of these fields works independently, and their interrelationships, as well as the social and economic environment in which they are applied.
1982	Women in Business Course: how to fill in your income tax return	I can compute income, deductions, taxable income, payment of taxes for individual and corporation tax returns.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - B

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Interview	Attestation Exhibit III	401-410-79 Intro to Canadian Business
B	Written exam	Attestation Exhibit IV	401-603-79 Taxation

EXERCISE 5 - A

	FULL TIME OR PART TIME PAID WORK	
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1967 to 1970	Secretary Secured Investment Company 111, Dollar avenue Big City, Province	Typing 60 words per minute. Correspondance, stationery, forms, complex charts, preparation of work for reports. I used techniques and procedures to take decisions relevant to the performance of all secretarial work: mailing, filing, various forms. Use of adding machine with the four basic operations, problem solving, etc.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - B

FULL TIME OR PART TIME PAID WORK			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A	Demonstration	Letter of verification Exhibit V	412-101-77 412-201-77 412-301-77 Typing I-II and III
B	Interview	Exhibit V	412-231-77 Secretarial Procedures I

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - A

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1972 to 1984	Robert Potter Inc. 112 Boutique Avenue Ceramicville, Québec Position: husband's partner	I am able to manage: I have a systematic approach; I plan all production, purchase materials, sale of products, oversee product presentation, organize advertising, and perform other tasks related to the management of a small shop in Old Montreal. I am able to understand when customers ask questions and give replies in French and I am able to hold an interesting conversation.
1981	Supervision of maths homework for my sitter	I have helped my sitter to understand and do all the commercial maths given in course 201-112-77

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - B

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A	Interview	None	410-140-79 Operations Management
B	Oral exam	None	602-101/102/103 /104-79 Elementary French I, II, III and IV. 602-201-79 Intermediate French I
A	Written exam	None	201-112-77 Commercial Mathematics

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - A

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.		
YEAR	Name and address of the organization Place, situation, others	Skills acquired I know how to ... I am able to ... I can ...
1983	Community Center Activity : modern dance (1 semester)	I know the basic concepts of the dance movements and techniques of modern dance.
	Interests : reading written essays and verbal communication in any first language	Knowledge of grammar, and of the important authors found in the English literature; effective writing in English.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - B

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Performance	None	109-117-30 Modern Dance I
A	Written exam	None	603-101 Written English

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - A

	MARKER EVENTS AS SOURCE OF NEW LEARNING	
YEAR	Places and situations (accidents, luck, mishaps, etc.)	Acquired abilities I know how to ... I am able to ... I can ...
1979	Laurentian Ski Resort Event: accident during a ski expedition (a friend fractured a leg)	I had the person lie down and covered her with my ski jacket. With my scarf and one ski I immobilized the injured leg. With the second ski and the poles, I made a stretcher. The patient suffered a cut on her wrist. I tried to cover it with tissue paper and a piece of cloth from the patient's clothing. I made a fire with branches and stayed with the patient until a team of rescuers arrived 50 minutes later. Subsequent to this event, I have started reading and attending conferences on the subject of rescuing methods and first aid.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 8 - B

MARKER EVENTS AS SOURCE OF NEW LEARNING			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
C	Interview Simulation Theoretical exam	Letter from the emergency clinic which received the patient Exhibit VI	109-186-30 St John's Ambulance

FIFTH DOCUMENT : PLANNING OF EDUCATIONAL PROGRAM

D.E.C. COMMERCE
28 courses

	Credit Request	Courses to take
Mandatory Courses (12)		
- Physical Education (dance)	109-117	
- Physical Education	109-186	
- Physical Education		X
- Physical Education		X
- Humanities		X
- Humanities		X
- Humanities		X
- Humanities		X
- Language and literature	603-101	
- Language and literature		X
- Language and literature		X
- Language and literature		X
Specialization Courses (12)		
- Commercial Law	401-420	
- Finance I		X
- Marketing		X
- Cost accounting		X
- Taxation	410-603	
- Retailing	410-501	
- Promotion	410-521	
- Accounting I	410-110	
- Introd. to Canadian Business	401-410	
- Secong Language - French I	602-101	
- Second language - French II	602-102	
- Second language - French III	602-103	
Complementary Courses (4)		
- Portfolio development	360-903	
- Typing I	412-101	
- Typing II	412-102	
- Secretarial procedures I	412-231	

TOTAL NUMBER OF CREDITS REQUESTED 16

SIXTH DOCUMENT : REQUEST FOR CREDIT

College : College of the Future, 999 College Street, City and province

Student's Name : Claire Fountain

Address : 12 Boutique Avenue

Telephone Residence : 111-1111 Office : 222-2222

Name of Andragogical Counselor : M. Counselor

The objective of the present request is to obtain official recognition for learning acquired mainly outside the academic mileu. I believe I have the necessary skills.

Consequently, I hereby request the following credits :

Course number : 412-231 Course title : Secretarial procedure

Assessment procedure : Intereview

Proof of evidence : Letter of verification

N.B. You must fill a new form of Request for Credit for each course for which you are seeking credit.

SEVENTH DOCUMENT : PROOF OF EVIDENCE

Here is the list of exhibits supplied as proof of evidence of my skills.

COURSES FOR WHICH CREDIT IS REQUESTED	DOCUMENTATION	EXHIBIT NUMBER
Accounting I (410-110)	Transcript	P.J.-I
Retailing (410-501)	Transcript	P.J.-II
Introduction to Canadian Business (401-410)	Attestation from Women in Business	P.J.-III
Taxation (401-603)	Attestation from Women in Business	P.J.-IV
Typing I, II, III (412-101/201/301)	Letter of verification Secured Investments Company	P.J.-V
Secretarial procedures (412-231)	Letter of verification Secured Investments Company	P.J.-V
St-John's Ambulance (109-186)	Letter of verification Emergency Clinic	P.J.-VI
Additional Exhibits	High School Diploma	P.J.-VII

Exhibit I

Gouvernement du Québec
Ministère de l'Éducation
Direction générale
de l'enseignement collégial

BULLETIN CUMULATIF

BEST COPY AVAILABLE

Collège

Previous College

Remembrance Street

NO DE DEMANDE D'ADMISSION 000991

CODE PERMANENT FOUNC9999

Student : Claire Fountain

DATE DE NAISSANCE 24-10-48

SEXE F

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
410-110	Accounting I	1	81	-	72	W	Code

Commerce	401	1	COURS CUMULÉS	
OGRAMME D'ÉTUDES	NO DU PROGR.	COMPLÉTÉ	COURS SUIVIS	1

ARQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81)
SION: A-Automne; H-Hiver; E-Été

ER

May 15 - 1970
DATE D'ÉMISSION

L. Registrar
REGISTRAIRE •

0563-009

Gouvernement du Québec
Ministère de l'Éducation
Direction générale
de l'enseignement collégial

Exhibit II

BULLETIN CUMULATIF

BEST COPY AVAILABL

Collège

Previous College

Remembrance Street

Student : Claire Fountain

NO DE DEMANDE D'ADMISSION 000998

CODE PERMANENT FOUNC 9999

DATE DE NAISSANCE 24-10-48

SEXE F

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
410- 501	Retailing	1	83	-	73	A	Code

PROGRAMME D'ÉTUDES: Commerce

NO DU PROGR.: 401

COMPLÉTÉ: 1

COURS CUMULÉS

COURS SUIVIS 1

EMARQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81)
ESSION: A-Automne; H-Hiver; E-Été

January 22 - 1972

L. Registrar

Exhibit III

WOMEN IN BUSINESS
444, DARING STREET
ALLTOWN; LA BELLE PROVINCE

ATTESTATION

WE HEREBY CERTIFY THAT

CLAIRE FOUNTAIN

COMPLETED WITH SUCCESS THE 120 HOUR COURSE TITLED

Introduction to the Business World

PROGRAM COORDINATOR

Assistant

ASSISTANT

Exhibit IV

WOMEN IN BUSINESS
444, DARING STREET
ALLTOWN, LA BELLE PROVINCE

ATTESTATION

WE HEREBY CERTIFY THAT

CLAIRE FOUNTAIN

COMPLETED WITH SUCCESS THE 90 HOUR COURSE TITLED

Filling Your Income Tax Return

PROGRAM COORDINATOR

Assistant

ASSISTANT

Exhibit - V

@@@@@@ SECURED INVESTMENTS COMPANY
@ @ @ @ 111, Dollar Avenue
@@@@@@ City, La Belle Province
@ @ @ @
@@@@@@ Tel. : 444-4444

City, November 15, 1984

Registrar's Office
College of the future
999, College street
City and Province

To whom it may concern,

I hereby certify that Mrs. Claire Fountain was employed with our firm from January 1967 to October 1970 and that I was her immediate supervisor.

During this period, she took care of the correspondance for the office, and took the minutes of the meetings. She was able to type 60 words a minute and did all the arrangement of text, graphs and statistical reports.

When our company expanded, I asked her to set up new secretarial procedures for the office.

Mrs. Claire Fountain performed her work in a highly satisfactory manner.

I hope this letter will answer your request. If you require further information, I shall be pleased to send it.

Yours truly,

The supervisor

Exhibit - VI

U U U U
U U U U
U U U U
U U U U
U U U U
U U U U
U U U U

EMERGENCY CLINIC OF THE LAURENTIANS
Travel Street
Sports Village, La Belle Province

Tel. : 999-9999

Sports Village, February 16, 1982

Registrar's Office
College of the Future
999, College Street
City and Province

To whom it may concern,

We hereby certify that, on Febreuary 12, 1979, we were on duty at the Emergency Clinic of the Laurentians, when Mrs. Claire Fountain arrived with a ski companion to whom she had given first emergency care following a fracture of the femur.

We were impressed by the quality of the treatment rendered by Mrs. Fountain. The procedures she used were adequate.

I hope this letter answers your requirements. If you require further information, I shall be pleased to send it.

Yours truly,

Doctor attending Emergency Room

Exhibit VII

Ministère de l'Éducation du Québec

Diplôme d'études secondaires

Nous, soussignés, attestons que

CLAIRE FOUNTAIN

n 1981 aux conditions prescrites par la loi et les règlements.
quoi, nous lui décernons le présent diplôme de

SECONDAIRE V
FORMATION GENERALE
****

nent:

ganisme:

Le sous-ministre,

EXAMPLE

**** *
*   ***
*****   *

COLLEGE OF THE FUTURE
999, College Street
City and Province

CREDIT RECOMMENDATION
SUBMITTED TO THE PROGRAM DIRECTOR

We (assessors) have studied the Portfolio of ...... taking into consideration her (his) request for credit in relation with the following

Program : ______________________________

Course name : ______________________________

Course number : ______________________________

The assessment procedures was : ______________________

We hereby confirm the the Student's skills :
meet the requirements [ ]
do not meet the requirements [ ]
of the sic college/university-level criteria.

Consequently,
We are granting [ ]
We are not granting [ ]
credit for the abovementioned course. You will receive separately the assessment report.

______________________ Jury Member	______________________ Jury Member
______________________ Jury Member	______________________ Date

EXAMPLE OF

ROBERT'S PORTFOLIO

FIRST DOCUMENT: COVERING PAGE

PORTFOLIO

Robert Potter
12, Boutique Avenue
Ceramicville, Province

SUBMISSION OF A PORTFOLIO
FOR CREDIT REQUEST
WITHIN THE CERAMICS PROGRAM
THE COLLEGE OF THE FUTURE
999 College street
City and Province

Date

Signature

SECOND DOCUMENT: NARRATION (summary of Exercise I)

ROBERT

I am 38 years old, married and the father of three children. I am a ceramist by profession and, with the help of my wife, have earned my living during the last fourteen years by selling the products that I make.

I fabricate all the products from beginning to end. This includes the design of the models, the sculpting, the turning, the drawing and painting of the designs which are put on the products.

For many years, I have devoted part of my time to research in the field of pottery. I have studied the works of various peoples, as far back as the Aztecs and the Mayas. I have attended courses and seminars offered by experts in art history. I produce both decorative objects and practical articles such as oven-to-table dishware. The production of pottery for everyday cooking has made it necessary for me to do research in areas such as thermal shock and heat resistance of pottery.

Students from the local college come to the pottery shop to study my methods. I am able to provide answers to many of their technical questions.

Following a careful examination of the content of the ceramics program which is offered by your college, I feel that I have the qualifications required for completion of the program. I would like, therefore, to receive official recognition for my skills as a professional ceramist.

THIRD DOCUMENT: CAREER AND EDUCATIONAL OBJECTIVES

(Exercise II)

I wish to use the knowledge and expertise which I have developed over the years to teach adults and young students.

I wish to register in the ceramics program to normalize my situation and to be granted credit for the majority of practical courses.

Once I have my diploma, I would like to study at university to become either a ceramics engineer or a ceramics consultant.

I would like to improve my teaching skills with this objective in mind. I might eventually register in a program which leads to a certificate in andragogy.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - A

CREDITED COURSES		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of the program	Brief description of course content if the course does not appear in the institution's syllabus.
1978	Regional High School Address City French I (n° xxx) French II (N° xxx)	I am able to hold a conversation with my clients and they easily understand what I say. Only rarely do I have to repeat.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 3 - B

CREDITED COURSES			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
81 %	Oral exam	Transcripts Exhibit I	602-101/102 Elementary French I - II
83 %	Oral exam	Transcripts Exhibit I	602-103/104 Elementary French III IV

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - A

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.		
YEAR	Name and address of the institution where you took these courses N° and title of course Title of seminars, etc.	Skills acquired I know how to ... I am able to ... I can ...
1974	Ceramist Self-learner Address, City Training session	
1975	Museum of Arts Conferences in Art History (90 hours) Prof: Mr. I	I have learned about the various periods in the history of western civilization as well as the role of art in our society.
1977	Idem (90 hours)	I have learned the history of the Middle Ages and of the Renaissance; and the the passage from a belief in God to a belief in man.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 4 - B

NON CREDITED COURSES, TRAINING PERIODS, SEMINARS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A	Demonstration	Finished products	570-101 Introduction to ceramics I
B	Interview	Attestation Exhibit II	520-101-76 Art History I
B	Interview	Attestation Exbibit III	520-201-76 Art History II

EXERCISE 5 - A

FULL TIME OR PART TIME PAID WORK		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1972 to 1984	Robert Potter Inc. (my own business) 12, Boutique Avenue Ceramicville, Qué	I can perform all steps until products are ready for final sale. I have acquired all the necessary skills to produce ceramic pieces: choosing the material, handbuilding, throwing, moulding, glaze testing, investigating, loading and firing of gas kilns, as well as other relevant operations.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 5 - B

FULL TIME OR PART TIME PAID WORK			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
A / B	Demonstration in my workshop	My products, photos Exhibit - IV Honours	See overall program planning

EXERCISE 6 - A

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.		
YEAR	Name and address of organization or enterprise. Duties, tasks, responsibilities, etc.	Skills acquired I know how to ... I am able to ... I can ...
1974 to 1984	Demonstration to students registered in the ceramics program at the regional college	I have learned to make oral presentations which are organized, structured and informative. In general, the students thought I was clear and precise and praised me for it.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 6 - B

NON PAID WORK, VOLUNTEER WORK, HOMEMAKING, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Interview	Letters of verification from the college teachers Exhibit VI	603-104 English : Intro to Language

EXERCISE 7 - A

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.		
YEAR	Name and address of the organization Place, situation, others	Skills acquired I know how to ... I am able to ... I can ...
1978	Interior Decorating school Artistic Street Montreal	I am able to use the new decoration techniques on my pottery and I have invented a new design for dishware.

FOURTH DOCUMENT : IDENTIFICATION AND VERIFICATION OF LEARNING

EXERCISE 7 - B

LEISURE, TRAVEL, INTERESTS, HOBBIES, SPORTS, ETC.			
RATING (see Skill rating) A B C D E or grades	CHOICE OF ASSESSMENT PROCEDURE (exams, interviews, simulations, demonstrations, performance, product, equivalency, etc.)	DOCUMENTATION (proof of evidence)	NUMBER AND COURSE TITLE FOR CREDIT REQUEST
B	Demonstration	Attestation Exhibit VII	570-561-79 Decoration I

FIFTH DOCUMENT : PLANNING OF EDUCATIONAL PROGRAM

D.E.C. IN CERAMICS
45 courses (approximately)

	Credit Request	Courses to take
Mandatory Courses (12)		
- Physical Education (dance)	109-117	
- Physical Education	109-186	
- Physical Education		X
- Physical Education		X
- Humanities		X
- Humanities		X
- Humanities		X
- Humanities		X
- Language and literature	603-104	
- Language and literature		X
- Language and literature		X
- Language and literature		X
Specialization Courses (12)		
- Studies and procedures I		X
- Studies and procedures II		X
- Art History I	520-101	
- Art History II	520-201	
- Intro Ceramics I	570-101	
- Sculpture I	510-320	
- Drawing III	510-310	
- Lab I	570-111	
- Handbuilding I	570-321	
- Throwing I	570-331	
- Mouldmaking I	570-341	
- Architectural ceramics		X
- Equipment I	570-451	
- Etc.		
Complementary Courses (4)		
- Portfolio development	360-903	
- French I	602-101	
- French II	602-102	
- Decoration I	570-561	

TOTAL NUMBER OF CREDITS REQUESTED to be decided

SIXTH DOCUMENT : REQUEST FOR CREDIT

College : College of the Future, 999 College Street, City and province

Student's Name : Robert Potter

Address : 12 Boutique Avenue

Telephone Residence : 111-1111 Office : 222-2222

Name of Andragogical Counselor : M. Counselor

The objective of this request is to obtain official recognition for learning acquired mainly outside the academic milieu. I believe I have the necessary skills.

Consequently, I hereby request the following credits :

Course number : ________ Course title : ____________________

Assessment procedure : ______________________________

Proof of evidence : ______________________________

____

____

____

N.B. You must fill a new form of Request for Credit for each course for which you are seeking credit.

SEVENTH DOCUMENT : PROOF OF EVIDENCE

Here is the list of exhibits supplied as proof of evidence of my skills.

COURSES FOR WHICH CREDIT IS REQUESTED	DOCUMENTATION	EXHIBIT NUMBER
French (602-101/102)	Transcripts	Exhibit I
French (620-103/104)	Transcripts	Exhibit I
Art History I (520-101)	Attestation	Exhibit II
Art History II (520-201)	Attestation	Exhibit III
Educational Plan	Photos	Exhibit IV
	Honours	Exhibit V
English	Letters of verification	Exhibit VI
Decoration I	Attestation	Exhibit VII
Additional exhibit	High School Diploma	Exhibit VIII

Gouvernement du Québec
Ministère de l'Éducation
Direction générale
de l'enseignement collégial

Exhibit - I

BEST COPY AVAILABLE

BULLETIN CUMULATIF

Collège

Regional High School
Address
Province

NO DE DEMANDE D'ADMISSION 88-888

CODE PERMANENT POTTR7777

Student: Robert Potter

DATE DE NAISSANCE 12-07-46

SEXE M

NO DU COURS	TITRE DU COURS	CRÉDIT	NOTE %	REMARQUE	MOYENNE DU GROUPE	SESSION	NO CODE DU COLLÈGE
XXX	French		81	- -	74	F	YY
XX	French		83	-	73	W	YY

PROGRAMME D'ÉTUDES: French - Evening Courses

NO DU PROGR.:

COMPLÉTÉ: 2

COURS CUMULÉS:

COURS SUIVIS: 2

REMARQUES: I-Incomplet; EQ-Équivalence; E-Échec; AB-Abandon EA-Échec pour absences (mention non utilisée depuis H 81)
SESSION: A-Automne; H-Hiver; E-Été

OSSIER

DATE D'ÉMISSION: June 1978

REGISTRAIRE: The Registrar

[illegible]
15-1015

MUSEUM OF ARTS
ARTISTS STREET WEST
MONTREAL, QUEBEC

ATTESTATION

WE HEREBY CERTIFY THAT

ROBERT POTTER

ATTENDED A 90 HOUR CONFERENCE ON

ART HISTORY
History of Western Civilizations

Program Coordinator
PROGRAM COORDINATOR

Assistant
ASSISTANT

Exhibit II

Exhibit III

MUSEUM OF ARTS
ARTISTS STREET WEST
MONTREAL, QUEBEC

ATTESTATION

WE HEREBY CERTIFY THAT

ROBERT POTTER

ATTENDED A 90 HOUR CONFERENCE ON

ART HISTORY
History of Renaissance and of the Middle Ages

Program Coordinator
PROGRAM COORDINATOR

Assistant
ASSISTANT

Exhibit - IV

Here are the pictures of the products which I produced; they were part of various exhibitions.

ATTESTATION : ____________________
Notary

Exhibit A

SALON INTERNATIONAL DE L'ARTISANAT
45, IMAGINATION STREET
DOWNTOWN, PROVINCE

THE FIRST PRICE OF THIS EXHIBITION
IS HEREBY AWARDED TO
ROBERT POTTER

FOR THIS YEAR OF 1981

AS RECOGNITION FOR THE QUALITY, ORIGINALITY AND AESTHETIC VALUE
OF HIS WORK

Committee Member
COMMITTEE MEMBER

PRESIDENT

Exhibit VI

CcCcCcC
CcCcCcC
CcCcCcC
CcCcCcC
CcCcCcC

YESTERDAY COLLEGE
Remembrance Street
City, Province

Tél. : 900-9000

City, March 15, 1984

Registrar's Office
College of the Future
999, University Blvd.
Montreal, Province

To whom it may concern,

This is to certify that for the past ten years, Mr. Robert Potter has provided demonstrations to students following our Ceramics program. He always uses very good English and he possesses excellent communication skills.

He is competent and knows how to teach a subject in an interesting fashion. He knows how to evaluate the group to whom he is teaching; his lectures are always well structured and the ideas are expressed clearly and concisely.

I believe that his ability to express himself might well correspond to the courses mentioned in your letter.

Yours truly

Program Director

Exhibit VII

SCHOOL OF DECORATION
ARTISTIC ROAD
MONTREAL, QUEBEC

ATTESTATION

WE HEREBY CERTIFY THAT

ROBERT POTTER

ATTENDED A WORKSHOP ON

POTTERY DECORATIONS

School Director
SCHOOL DIRECTOR

Dec 2nd / 1984
DATE

Exhibit VIII

Ministère de l'Éducation
du Québec

Diplôme d'études secondaires

Nous, soussignés, attestons que

ROBERT POTTER

...n 1981 aux conditions prescrites par la loi et les règlements.
...quoi, nous lui décernons le présent diplôme de

SECONDAIRE V
FORMATION GENERALE
****

...nent:

...ganisme:

Le sous-ministre,

EXAMPLE

**** *
*   ***
*****   *

COLLEGE OF THE FUTURE
999, College Street
City and Province

CREDIT RECOMMENDATION
SUBMITTED TO THE PROGRAM DIRECTOR

We (assessors) have studied the Portfolio of ...... taking into consideration her (his) request for credit in relation with the following

Programme : ____________________

Course name : ____________________

Course number : ____________________

The assessment procedures was : ____________________

We hereby confirm the the Student's skills :
meet the requirements [ ]
do not meet the requirements [ ]
of the sic college/university-level criteria.

Consequently,
We are granting [ ]
We are not granting [ ]
credit for the abovementioned course. You will receive separately the assessment report.

____________________ Jury Member

____________________ Jury Member

____________________ Jury Member

____________________ Date

REFERENCES

Beckhard, R. Organization Development: Strategies and Models. Addison Wesley Publish. Co., Reading, Massachusetts, 1969.

Bernard, Jean-Louis. L'Apprenant Adulte. Andragogie, Faculté des Sciences de l'Éducation, La Librairie de l'Université de Montréal, 1978-1979.

Breen, P.; Whitaker, U. Bridging the Gap, A Learner's Guide to Transferable Skills, The Learning Center, San Francisco, 1983.

Brundage, D.H., Mackeracher, D. Adult Learning Principles and Their Application to Program Planning, in Serre and Vallières, Pour une approche globale de l'apprenant adulte, Université de Sherbrooke, Éducation des Adultes, Colloque "Enseigner et enseigner aux adultes", Collège Marie-Victorin. Mai 1984.

Chaput, M., Bernard, J.-L. Note sur la relation "Client-Consultant", Université de Montréal, Montréal, 1974. 9p.

Ekstrom, R.B., Harris, A.M., and Lockheed, M.E. How to Get College Credit for What You Have Learned as a Homemaker and Volunteer. Princeton, N.J.: Educational Testing Service, 1977.

Ekstrom, Ruth B. Making Experience Count in Vocational Education, A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning. Educational Testing, Service, Princeton, NJ, 1981.

Ekstrom, Ruth B. Project HAVE Skills - A Program to Help Women Find Jobs Using their Homemaking and Vjlunteer Work Skills. Counselor's Guide. Educational Testing Service, Princeton, NJ, 1981.

Empire State College. Student Planning Guide for Degree Programs and Portfolios. State University of New York, N.Y., 1983.

Holtzclaw, L.R. Self acquired competency: Student participants reaction to the process of crediting learning from life experience. Lifelong Learning. Practices and Research. V9, nl. Kansas City, October 1984.

Keeton, Morris T. "Experiential learning, Council for the Advancement of Experiential Learning and Quebec Colleges". Conference given at the Hyatt-Regency Hotel, Montreal, Jan.31, 1985. Études et Réflexions, Fédération des Cégeps du Québec, Vol.1 Doc.1, 25 avril 1985.

Knapp, Joan; Gardiner, Marianne. Assessment of Prior Learning: As a Model and in Practice. Financing and Implementing Prior Learning Assessment. New Directions for Experiential Learning, Number 14, Jossey-Bass Inc., California, 1981.

Knowles, Malcolm S. The Modern Practice of Adult Education. Associated Press, Follett Publishing Company, Chicago, 1970, 376p. (p.83)

Meyer, Peter. Awarding College Credit for Non-college Learning. Jossey-Bass Publishers, San Francisco, Ca, 1976.

Miller, Myrna R. Student Handbook on Preparing a Portfolio for the Assessment of Prior Learning. Vermont State Colleges, Vermont, 1979.

Ohio University. Portfolio Development for Assessment of Experiential Learning. Ohio University, Independent Studies, 1983.

Ohio University. A Ohic University Portfolio, from Creditable Portfolios: Dimensions in Diversity, The Council for the Advancement of Experiential Learning, Columbia, MD, 1982

Regents External Degree Program. A Self-Assessment and Self-Planning Manual. University of the State of New York, Saratoga, NY, 1983.

Rydell, Susan T.; Irwin, Judith T. Creditable Portfolios: Dimensions in Diversity. CAEL, Columbia, MD, November 1982.

Sansregret, Marthe. The Portfolio - Student's Guide. Published by John Abbott College in cooperation with the Ministère de l'Enseignement Supérieur, de la Science et de la Technologie du Québec, 1985

Sansregret, Marthe. Administrator's Guide. Published by John Abbott College in cooperation with the Ministère de l'Enseignement Supérieur, de la Science et de la Technologie du Québec, 1985

Sansregret, Marthe. Course on Portfolio Development for Colleges and Universities. Published by the Fédération des Cégeps du Québec and the Ministère de l'Enseignement Supérieur, de la Science et de la Technologie du Québec, 1985

Serre, F., Vallières S., Pour une approche globale de l'apprenant adulte, Université de Sherbrooke, Éducation des adultes. Texte présenté au Colloque "Enseigner et enseigner aux adultes", Collège Marie-Victorin. Mai 1984

Thomas Edison State College. Earning College Credit for What You Know: A Student Handbook in Portfolio Assessment, Trenton, NJ, 1981.

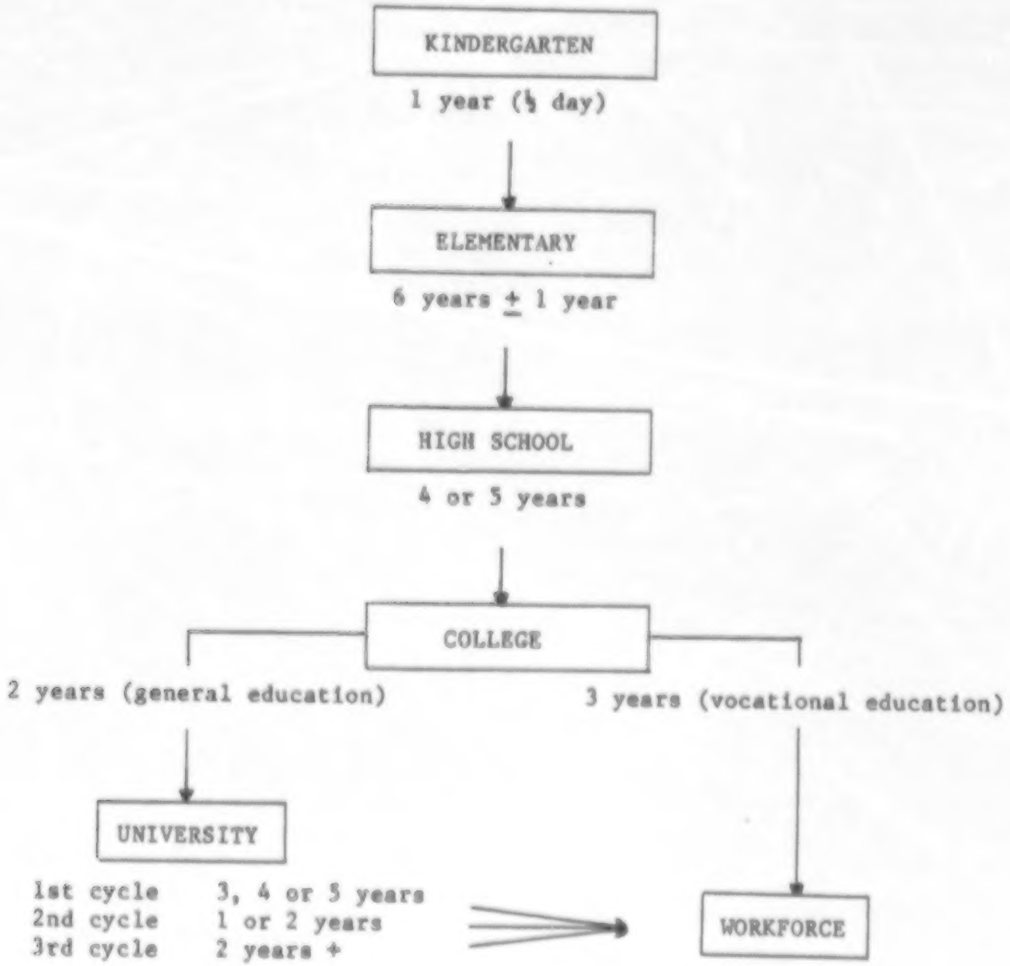
Tremblay, N., Danis, C. Manifestations de méta-apprentissage en situation d'autodidaxie. Document de travail (première version), Université de Montréal, Andragogie, Faculté des Sciences de l'éducation, 1984.

Willingham, Warren W. Principles of Good Practice in Assessing Experiential Learning. Cooperative Assessment of Experiential Learning Project, Princeton, NJ, 1977.

Les numéros et titres de cours cités en exemple dans le présent document ont été tirés des sources suivantes:
Cahier de l'enseignement collégial I, 1983-1984
Cahier de l'enseignement collégial II, 1983-1986
Cahier du Collège John Abbott, 1983-1984
Cahier du Collège de Rosemont, 1984-1985

APPENDIX

General Overview of the Quebec Education System *



---

* Adapted from L'éducation au Québec : De la maternelle à l'université. Pamphlet published by the Gouvernement du Québec, Ministère de l'Éducation, Service général des Communications

FRONT COVER : John Starkey

LOGO : Anna R. Whitton

This document was printed by John Abbott College